DOCUMENT RESUME

ED 348 472 CE 060 553

TITLE Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.

INSTITUTION Federal/Provincial Consumer Education and Plain Language Task Force (Canada).

PUB DATE 91

NOTE 135p.; For related modules, see CE 060 550-554.

AVAILABLE FROM Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4, Canada ($4.25 Canadian; set of five, $26.05).

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Career Planning; Careers; Citizenship Responsibility; *Consumer Education; *Consumer Science; Cooperation; Daily Living Skills; Decision Making; Economics Education; *Entrepreneurship; Foreign Countries; High Schools; Home Economics; Individual Development; Interest Inventories; *Job Search Methods; Lifelong Learning; Motivation; Self Esteem; *Self Evaluation (Individuals); Social Responsibility; Social Studies; Student Responsibility; Transparencies; Values

IDENTIFIERS *Canada

ABSTRACT

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students understand the marketplace; manage resources; apply values, responsibilities, and considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize enterpreneurship career opportunities. This module, the fourth in a series of five, contains four sections: (1) self-inventory--values, motivation, self-confidence, interest and skill inventory; (2) career planning--options, changing work world, women and work, lifelong learning, and career plan; (3) entrepreneurship--community role, self-exploration, business development, business management, cooperation, and social responsibility; and (4) getting a job--resumes, job searches, and interviews. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA) masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

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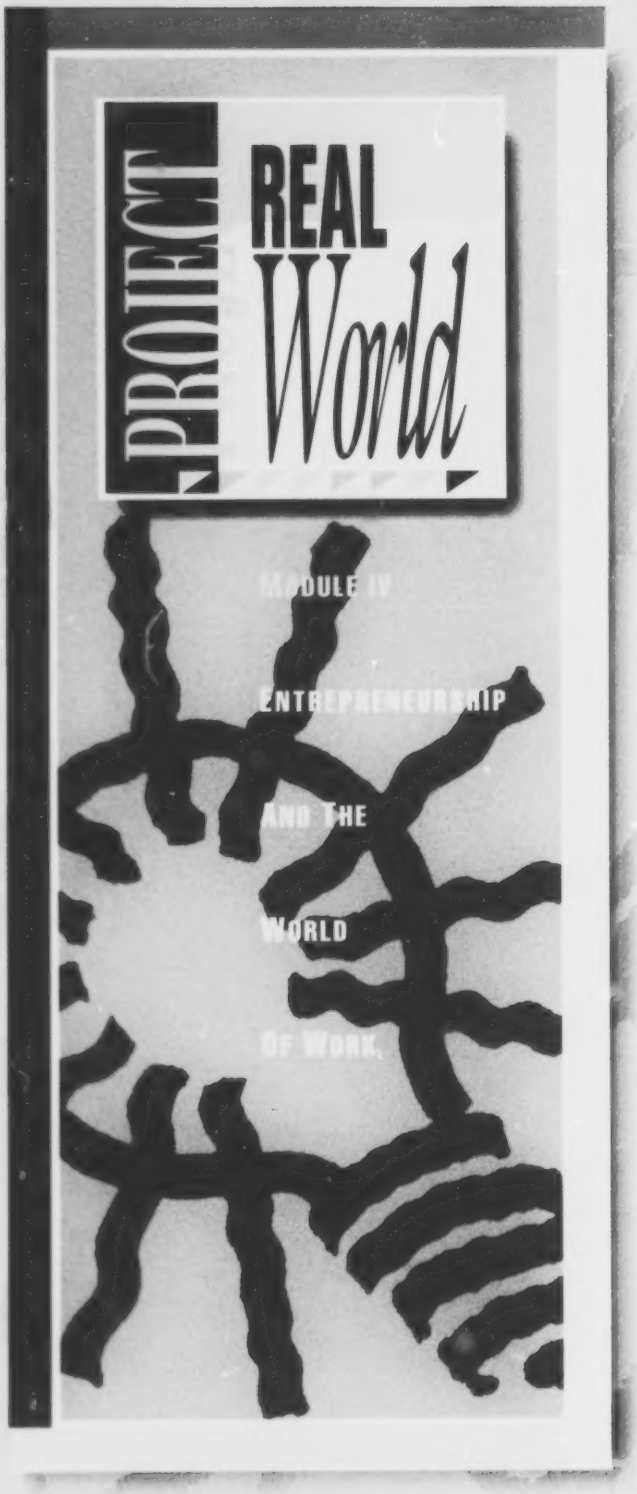

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P R O J E C T R E A L W O R L D

ECONOMIC LIVING SKILLS FOR HIGH SCHOOL STUDENTS

An activity-based resource to orient young people to the realities and opportunities of the marketplace.

A publication of the Federal/Provincial Consumer Education and Plain Language Task Force

ACKNOWLEDGEMENTS

The Federal/Provincial Task Force on Consumer Education and Plain Language is indebted to the six provincial departments that co-operated to develop this resource: Alberta Consumer and Corporate Affairs; Manitoba Cooperative, Consumer and Corporate Affairs; the Consumer Education and Marketplace Relations Branch, Saskatchewan Family Foundation; Ontario Ministry of Consumer and Commercial Relations; Quebec Office de la Protection du Consommateur; and Nova Scotia Justice. The Task Force sincerely thanks these departments for their initiative and commitment.

Special acknowledgement is given to Rosella Bannister and Charles Monsma. Their "Classification of Concepts in Consumer Education" provided the framework for the project. Special thanks also to the Consumer Education and Marketplace Relations Branch, Saskatchewan Family Foundation for co-ordinating and providing direction for the project. The Saskatchewan working group was made up of:

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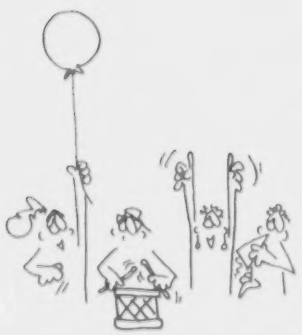

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PROJECT REAL WORLD
ECONOMIC LIVING SKILLS FOR HIGH SCHOOL STUDENTS

Why Marketplace Education?

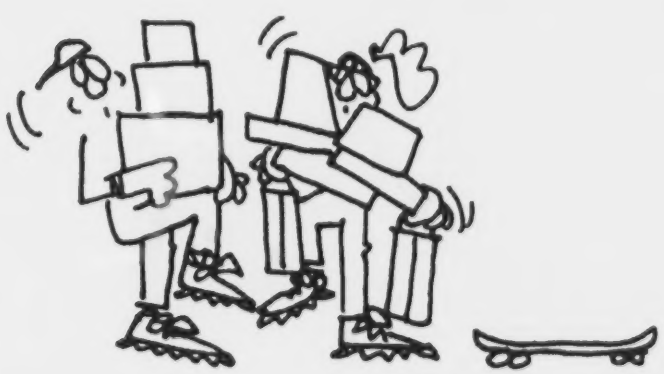
We live in a complex, market-based society. Every day, each of us interacts in a hundred different ways in the marketplace — managing our money, deciding on a purchase, dealing with a landlord, advising a manufacturer about a faulty product, or working in the service or retail industry. The marketplace plays a central and vital role in all Canadians' lives. In fact, it is in the marketplace, more than in any other area of our society, where we are most challenged to function effectively and contribute productively.

Technological advances and ongoing economic and social change mean that Canadian society and the marketplace will become even more complex as each year passes.

Some recent trends which have shaped today's marketplace include:

- **technological advances** such as electronic banking and automatic tellers, credit and debit cards, electronic scanners and UPC codes, and electronic gas pumps;
- **a rapid increase in the number of products and services available** - close to 1,500 new food products become available each year;
- **the increasing sophistication of marketing techniques** - for example, telemarketing and TV shopping;
- **the tremendous influence of advertising** - the average Canadian sees or hears close to 1,500 ads per day;
- **the increasing technical and chemical complexity of common household items** - today the average home has more chemicals under the kitchen sink (cleaning products) than were in a chemistry lab 50 years ago;
- **the increased earning and spending power of children and young people** - Canadian youth (15 to 23 years) spend $3.5 billion a year in the marketplace;
- **the increasing concern about environmental protection** - many consumers think about how the products they buy will affect the environment.

Today's consumer requires greater knowledge and a broader range of skills than ever before. Acquiring the necessary knowledge and skills is too important to be left to chance. Young people will be best equipped to participate effectively in Canada's dynamic and changing marketplace if they are provided with systematic instruction in marketplace education.



What is Project Real World?

Project Real World provides students with systematic instruction in economic living skills. It is a practical, relevant resource to provide high school students in grades 10 to 12 with an orientation to the economic realities and opportunities of our society.

The program will help students to:

1. Prepare for and function effectively within the rapidly changing marketplace;
2. Manage their personal and financial resources;
3. Make educated choices which reflect personal values; citizenship responsibilities; and social, economic and environmental considerations;
4. Understand their rights and responsibilities as consumer-citizens;
5. Participate effectively in economic and government systems; and
6. Recognize the importance of entrepreneurship in the marketplace and the career opportunities it affords.

Project Real World is made up of five separate modules:

1. **The Canadian Marketplace and You**
2. **Your Economic Decisions**
3. **Resource Management Skills - What Money Can't Buy**
4. **Entrepreneurship and the World of Work**
5. **Citizen Participation in Canada's Market-Based Society**

Project Real World can be used in its entirety as a separate course The activities which make up a core program are identified in bold type in the Table of Contents. As well, sections and individual activities can be used as supplements to subjects such as Business Education, Home Economics, Law, Economics, Social Studies, or Mathematics.

Project Real World is an activity-based program not a textbook. It has been designed so that students are participating and involved, having fun while they learn basic concepts and achieve fundamental understandings about the marketplace and their role in it.

Many of the activities are community-oriented. They will take students out of the classroom and into the community where they live. They will also bring members of the community into the classroom. Whether students are learning in the classroom or in the community, the program requires them to use processes which simulate those needed to deal effectively with "real-life" situations.

Each module contains more activities than any one teacher will use in exploring a concept. This is intentional so that teachers can choose those activities which best meet the needs, interests and circumstances of their students. Teachers are encouraged to adapt and modify the activities as needed.

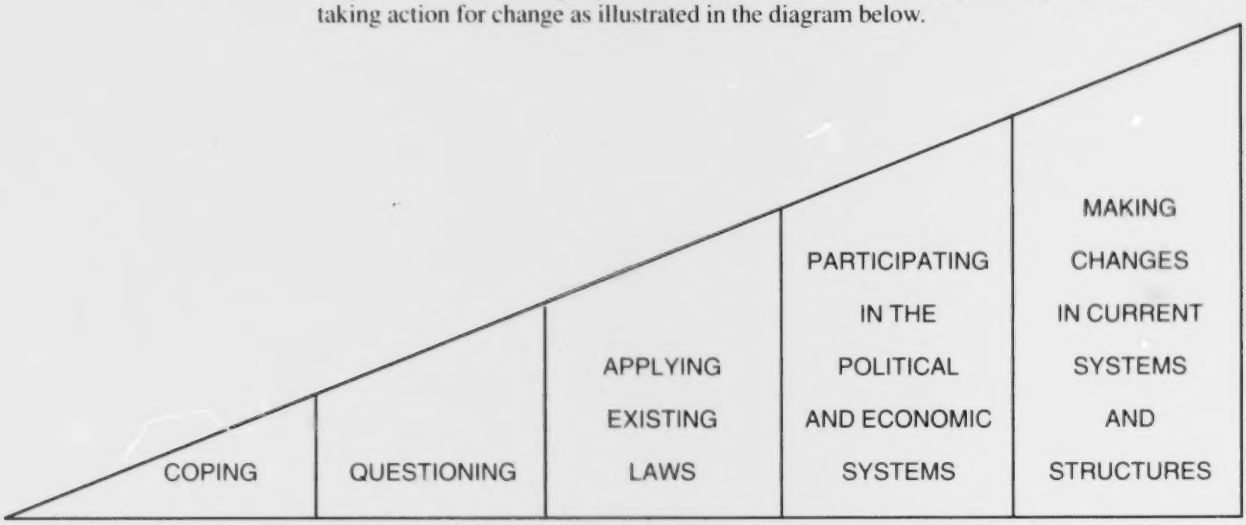
Finally, the resource is self-contained. Teachers will find all the background information they require in the "For the Teacher" section which accompanies each section.

Project Real World is Being Used Across Canada

Project Real World was developed cooperatively by six Canadian provinces. It is being used across Canada. For this reason, some sections (those relating to consumer law, for example) are written without province by province detail. Contact your provincial department of consumer affairs (the name varies slightly from province to province) to get information on the consumer laws in your province.

Project Real World's Theoretical Framework

The scope of **Project Real World** is broader than many traditional Consumer Studies programs which are often limited to teaching students to shop wisely. **Project Real World** is designed to prepare students to take an active role in influencing and shaping the marketplace. It addresses a progression of consumer skills from coping to questioning to taking action for change as illustrated in the diagram below.



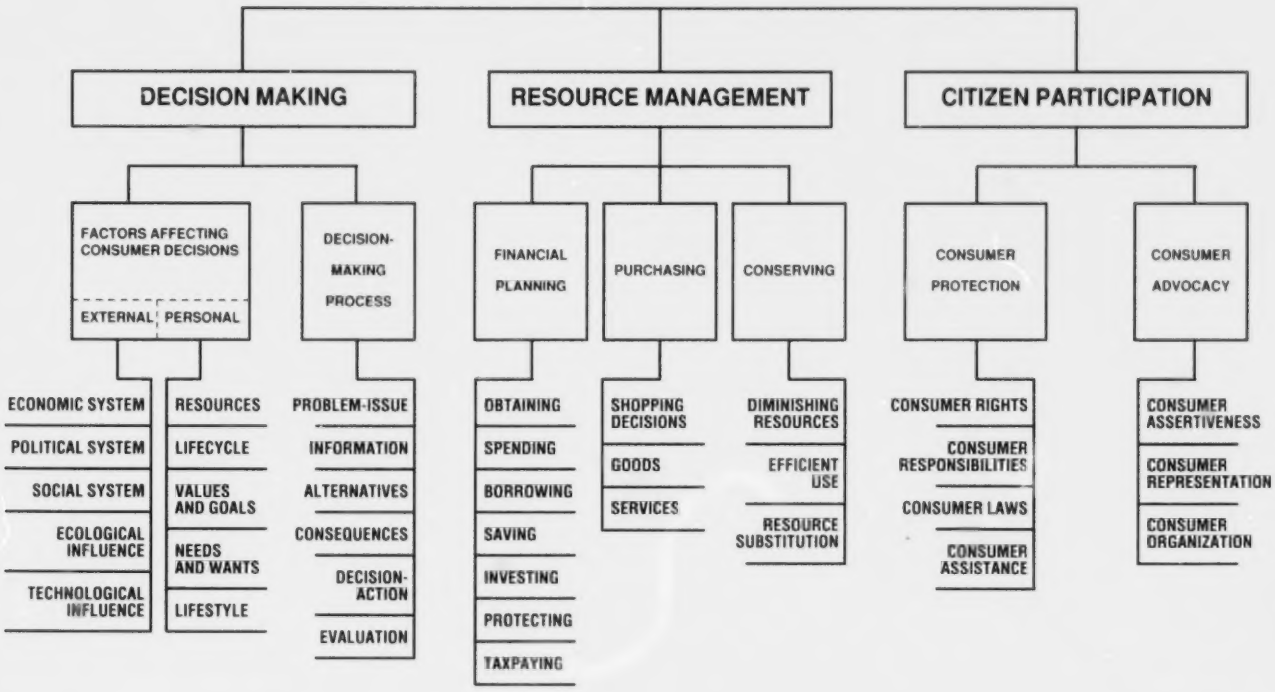
Accordingly, it includes sections on the economy, and on the political and social influences in the marketplace. It includes sections on both earning and spending money and provides students with information about how individuals and groups can bring about change.

There is heavy emphasis on decision-making throughout **Project Real World**. Decision-making, based upon personal priorities, is the key to making marketplace choices and to effecting change in the marketplace and in the economic system.

The conceptual framework upon which **Project Real World** is based appears on the next page.

Classification of Concepts in Marketplace Education

Marketplace Education is the process of gaining the knowledge and skills needed to manage economic and personal resources and take actions to influence the marketplace



Source: Charles Monsma and Rosella Bannister
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PROJECT REAL WORLD
ECONOMIC LIVING SKILLS FOR HIGH SCHOOL STUDENTS

OUTLINE OF CONTENTS

I. THE CANADIAN MARKETPLACE AND YOU

A. The Canadian Marketplace
- Change
- Technology and the Marketplace
- The Marketplace and the Environment

B. The Consumer and the Economy
- The Economic System
- Interdependence
- Economic Problems

C. Political and Social Systems Influence the Marketplace
- Government: Public Policy, Regulations, Interest Groups
- Society and the Individual: Roles, Cultural Values and Quality of Life
- Social Change: Households and Workplace
- Advertising

II. YOUR ECONOMIC DECISIONS

A. Focus on the Individual
- Needs and Wants
- Values and Goals
- Adult Roles, Responsibilities, Choices and Freedoms
- Influences: Advertising, Peers, Family and Resources
- Lifestyle

B. Decision-Making & Problem Solving in Everyday Living
- The Decision-Making Process
  - Defining Problem
  - Gathering Information Alternatives
  - Consequences
  - Action - Trade-offs
  - Evaluation
- Everyday Decisions

C. Choose To Conserve
- Becoming Aware
- What You Can Do

III. RESOURCE MANAGEMENT SKILLS - WHAT MONEY CAN'T BUY

A. Financial Planning
- Income
- Spending Plan - Record Keeping
- Savings and Investment
- Banking
- Credit
- Insurance
- Taxes

B. Shopping Skills
- Marketplace Information
  - Food
  - Clothing
  - Housing
  - Furniture, Appliances and Electronic Equipement
  - Transportation
  - Recreation and Leisure
- Comparison Shopping

IV. ENTREPRENEURSHIP AND THE WORLD OF WORK

A. Self-Inventory
- Values, Goals - How Much Does It Cost?
- Motivation
- Self-Confidence Assessment
- Skill Inventory
- Stress Management

B. Career Planning
- The Sky Is the Limit
- Looking At All the Options
- The World of Work Is Changing
- Women in the World of Work
  - Changing Roles and Attitudes
- Changing Careers and Lifelong Learning
- Your Career Plan

C. Entrepreneurship
- Entrepreneurship in Your Community
- The Entrepreneur as an Individual
- Business and Venture Development
- Business Management
- Co-operative Entrepreneurship
- Social Responsibility and Business

D. Getting a Job
- Writing a Resume
- The Job Search
- Putting Your Best Foot Forward
  - Selling Yourself
  - Behaviour (Relationships)
  - Dress
  - Employer's Expectations

V. CITIZEN PARTICIPATION

A. Consumer Rights and Responsibilities
- The Right to Safety/The Responsibility to Beware
- The Right to be Informed/The Responsibility to Be Aware
- The Right to Choose/The Responsibility to Think Independently
- The Right to Be Heard/The Responsibility to Speak Out
- The Right to Redress/The Responsibility to Complain
- The Right to Consumer Education/
  The Responsibility to be a Competent and Ethical Consumer
- The Right to a Healthy Environment/
  The Responsibility to Protect and Respect the Environment

B. Consumer Protection Laws
- Consumer Protection Laws
- Consumer Assistance

C. Making Yourself Heard: The Consumer Citizen
- Consumer Assertiveness
- Consumer Representation and Organization

MODULE IV

ENTREPRENEURSHIP AND THE WORLD OF WORK

TEACHER NOTES

TABLE OF CONTENTS

MODULE IV:
ENTREPRENEURSHIP AND THE WORLD OF WORK

A. **SELF-INVENTORY** 7
Introduction 7
Purpose 7
Scope 7

1. **Values, Goals** 8
For the Teacher 8
Related Content 8
Activity #1 - Personal Values 9
Activity #2 - Personal Goals 10

2. **Motivation** 11
For the Teacher 11
Activity #1 - What Motivates Me? 12

3. **Self-Confidence Assessment** 13
For the Teacher 13
Activity #1 - Self-Confidence Assessment 14
Student Handout: How Self-Confident Are You? 15
Activity #2 - Increasing Your Self-Confidence 17

4. **Interest and Skill Inventory** 18
For the Teacher 18
Activity #1 - Twenty Things I Like to Do 19
Activity #2 - Basic Skills 20
Activity #3 - My Skills 21
Student Handout: Skills List 22

B. **CAREER PLANNING** 24
Introduction 24
Purpose 24
Scope 24

1. **The Sky's the Limit - Looking at All the Options** 25
For the Teacher 25
Activity #1 - Jobs and More Jobs 26
Activity #2 - Describing Jobs 28
Activity #3 - Jobs and Rewards 29

2. **The World of Work is Changing** 30
For the Teacher 30
Activity #1 - Changing Technology, Changing Jobs 31
Activity #2 - Jobs - Yesterday, Today and Tomorrow 32

3. **Women in the Workplace** 33
For the Teacher 33
Activity #1 - Equality in the Workplace 34
Student Handout: Equality in the Workforce 35
Activity #2 - Are Your Views Stereotyped? 36
Student Handout: Are Your Views Stereotyped? 37
Student Handout: Are Your Views Stereotyped? Answer Key 39

4. **Changing Careers and Lifelong Learning** 40
For the Teacher 40
Activity #1 - What Do I Do Now? 41
Student Handout: Unexpected Changes 42

5.	**Your Career Plan**	**43**
	For the Teacher	43
	Activity #1 - Your Career Plan	44
6.	**Choices and Challenges**	**45**
	For the Teacher	45
	Activity #1 - Your Contribution Helps	46
C.	**ENTREPRENEURSHIP**	**47**
	Introduction	47
	Purpose	47
	Scope	47
1.	**Entrepreneurship and Your Community**	**48**
	For the Teacher	48
	Activity #1 - Getting to Know Entrepreneurs in Your Community	49
	Activity #2 - Business: Labour, Money and Resources	51
	Transparency	52
	Activity #3 - Success Begins at Home	53
2.	**The Entrepreneur as an Individual**	**54**
	For the Teacher	54
	Activity #1 - Am I an Entrepreneur?	55
	Student Handout: Am I an Entrepreneur?	56
	Activity #2 - Personal Entrepreneur Inventory	57
	Student Handout: Personal Entrepreneur Inventory	58
	Activity #3 - The Life of an Entrepreneur	59
	Activity #4 - Opening Your Mind to New Ideas and Possibilities	60
3.	**Business and Venture Development**	**61**
	For the Teacher	61
	Activity #1 - Venture Planning	62
	Transparency	63
	Student Handout: A Venture Plan	64
	Activity #2 - Market Research	67
	Activity #3 - Finding Financing	68
4.	**Business Management**	**69**
	For the Teacher	69
	Activity #1 - Innovative Problem-Solving	70
	Transparency	71
	Activity #2 - Planning for Success	72
	Transparency	73
	Activity #3 - Business Growth - Good or Bad?	74
	Student Handout: Debates	75
5.	**Cooperative Entrepreneurship**	**76**
	For the Teacher	76
	Activity #1 - Different Types of Ownership	77
	Activity #2 - Making Decisions	78
	Student Handout: Making Decisions	79
6.	**Social Responsibility and Business**	**80**
	For the Teacher	80
	Activity #1 - What's Right - What's Wrong	81
7.	**Choices and Challenges**	**82**
	For the Teacher	82
	Activity #1 - Entrepreneurs' Contributions	83
	Activity #2 - A Profile of an Entrepreneur	84
	Student Handout: The Profile of an Entrepreneur	85

D.	**GETTING A JOB**	**86**
	Introduction	86
	Purpose	86
	Scope	86
1.	**Writing A Resume**	**87**
	For the Teacher	87
	Activity #1 - Preparing Your Resume	88
	Student Handout: Things to Include in a Resume	89
	Student Handout: Resume for Brendon Jones - Sample Resume for a High School Student	90
	Student Handout: Tips for Preparing Your Resume	91
	Activity #2 - Writing a Covering Letter	92
	Student Handout: Tips for Writing Covering Letters	93
	Student Handout: Sample Covering Letter	94
2.	**The Job Search**	**95**
	For the Teacher	95
	Activity #1 - The Job Search	96
	Student Handout: The Job Search	97
	Activity #2 - Looking for a Job	98
	Student Handout: Job Hunting Role-Plays	99
	Activity #3 - The Application Form	100
	Student Handout: Tips for Completing Application Forms	101
3.	**Putting Your Best Foot Forward - The Job Interview**	**102**
	For the Teacher	102
	Activity #1 - The Job Interview	103
	Student Handout: Tips for Preparing for Interviews	104
	Student Handout: Tips for Handling Interviews	105
	Student Handout: Some Questions Employers Ask	106
	Activity #2 - The Thank You Letter	107
	Student Handout: Sample Thank You Letter	108
	Activity #3 - Dress for Success	109
	Activity #4 - Now What? - After the Interview	110
4.	**Choices and Challenges**	**111**
	For the Teacher	111
	Activity #1 - How to Keep That Job	112

Activities in bold type are recommended core activities to be completed when **Project Real World** is used as a full course of instruction

SELF-INVENTORY

Introduction

People who are successful in their careers know themselves. They know what interests them and what doesn't and they look for jobs that reflect their interests. When a job is interesting and enjoyable an individual's chance of success is increased. After all, it is much easier to do well in a job that you love than in one you dislike.

Successful people recognize their own abilities and also their areas of weakness. They look for jobs that will allow them to use their skills and abilities to maximum advantage, all the while working on those areas that need improvement.

Successful people are also self-confident. Because they see themselves as capable people, able to do a number of things well, employers and co-workers also tend to see them in this way.

The first step in choosing a career or looking for a job is an honest self-inventory. High school students who ask themselves questions such as, "What skills and abilities do I have? What are my interests? What motivates me? How can I increase my self-confidence?" have taken the first step toward life-long career success.

Purpose

This chapter is intended to give students an opportunity to learn more about themselves so that they are better able to select a career path that gives them satisfaction and allows them to contribute to society.

Scope

This chapter, "Self-Inventory", covers five topics. They are:

1. Values, Goals
2. Motivation
3. Self-Confidence Assessment
4. Interest and Skill Inventory
5. Choices and Challenges

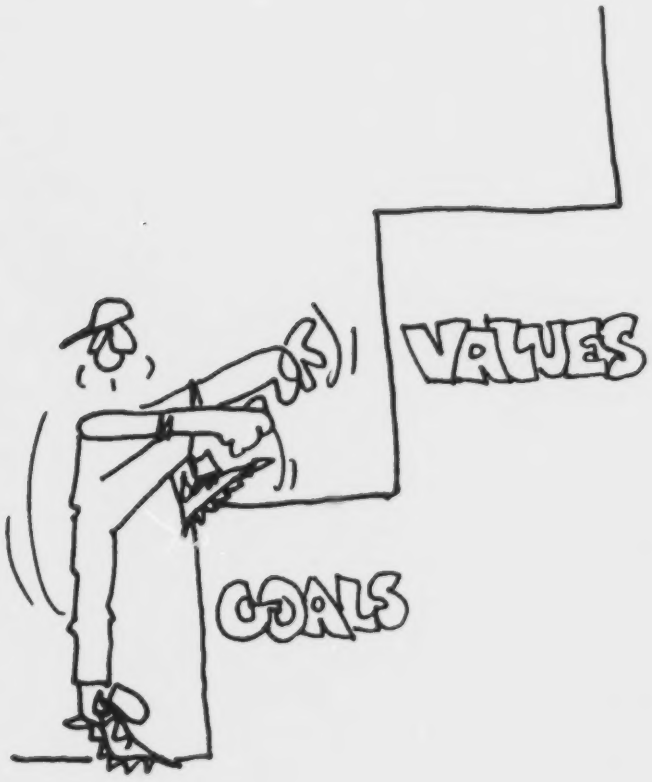
1. VALUES, GOALS

For the Teacher

The first step in successful career planning is identifying personal values and goals — understanding what is important to you, where to want to go and what you want to do in life. Individuals with a clear idea of their own values and goals will be more able to pursue careers which reflect those values and lead to their goals. With this understanding, there is a greater chance that they will select jobs that are meaningful and relevant to them, instead of being directed by chance or by other people.

Related Content

Module II, Your Economic Decisions; Chapter A, Focus on the Individual; Topic 2, Values and Goals.



ACTIVITY #1

PERSONAL VALUES

Objectives:

Students will be able to:

1. Identify personal values as they relate to careers and jobs.

Teacher Preparation:

Have students bring a supply of old magazines and newspapers to class.

Time:

One-half class period.

Procedure:

Explain to students that it is important to select a career that reflects their values. For example, some people value serving others. Ask students to give examples of careers in which you serve others (counselling, medicine, teaching, social work, the ministry, etc.). Some people value making money above all else. Ask student for examples of careers in which the pay is high (stockbroker, medical doctor, some types of sales, etc.). Other things that people might value include: adventure, artistic expression, being your own boss, being outdoors, working with animals, working with ideas and concepts, etc. Tell students that it is important to identify your values as they relate to your career; then you can focus on careers which are consistent with those values.

Ask students to work individually cutting pictures illustrating jobs they are interested in from the supply of old magazines. The pictures can be assembled into a collage. If desired, the student's own writing and artwork can be incorporated into the collage.

At the conclusion of the activity, tell students to look critically at their collages and to ask themselves "What does this collage say about the things that are important to me in a job?" "What does it tell me about my values as they relate to my career?" Then have students write a paragraph which answers these questions. Some students may wish to glue their paragraphs onto their collages. Others may wish to keep them private.

Evaluation:

Student self-evaluation.

ACTIVITY #2

PERSONAL GOALS

Objectives:

Students will be able to:

1. List at least three personal long-term and three personal short-term goals.
2. Identify the resources needed to achieve their goals.

Time:

One-half class period.

Procedure:

Explain to students that a goal is anything that you want to accomplish. Write this definition on the board. Goals can be either short-term or long-term. Ask students to work individually to prepare a list of at least three personal short-term and three personal long-term goals. Short-term goals might be to qualify for a track meet, to get through a difficult meeting without losing your temper, to get a term paper finished by next Wednesday, or to earn enough money to buy a new outfit for graduation. Generally, short-term goals are those that can be accomplished in two or three months. Long-term goals include graduating from university, learning to play a musical instrument, or raising a family.

After students have prepared their list of goals, introduce the concept of the "resource". A resource is anything which can be used to achieve a goal. Write this definition on the board. Resources can include time, money, energy, knowledge, skills and abilities. Then tell students that for each goal they identified, they should list the resources needed to achieve that goal. For example, if a person has a goal of qualifying for a track meet, the resources needed to meet that goal include specific types of athletic ability, money for equipment and the time and energy to practice.

Evaluation:

Student self-evaluation.

2. MOTIVATION

For the Teacher

Different people are motivated by different things. The desire to be liked, to have emotional and financial security, to have adventure, to be creative are all motivating factors. An individual's values, life experiences and personality all play a role in determining what motivates him or her.

Personal motivation is an important attribute of a valued employee and a successful worker. When students recognize the influences that motivate them, they are in a better position to select a career or a job that motivates them to do well.

ACTIVITY #1.

WHAT MOTIVATES ME?

Objectives:

Students will be able to:

1. Identify three or more factors that would motivate them to do their best in a job.
2. Identify several jobs that incorporate these motivational factors.

Time:

One-half class period

Procedure:

Explain to students that motivation is what makes us work toward a goal. Be sure that students understand that different people are motivated by different things and that a single individual can be motivated by more than one factor.

Some types of motivation are: physical need (hunger, thirst, etc.); the desire to achieve; the desire to explore or to have variety; the desire for emotional security; the desire to avoid conflict; the desire for approval; the desire to maximize one's talents, skills and abilities; the desire for status; the desire for financial security; and the desire to be creative.

Next, tell students that they are in their first full-time job after high school or post-secondary school. They can imagine any job that appeals to them. On a sheet of paper they should briefly describe the job and then describe at least three things about the job that would motivate them to do their best work. Motivating factors for one individual might be the opportunity to travel and the fact that new situations are always arising in the job. For another person, motivating factors might be the fact that there are no surprises on the job and that no travel is required.

Then have students list as many jobs as possible that incorporate the factors which motivate them personally.

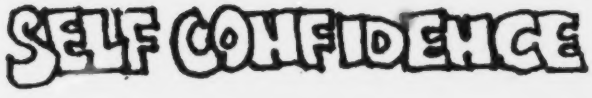
Evaluation:

Student self-evaluation.

3. SELF-CONFIDENCE ASSESSMENT

For the Teacher

Self-confidence is a characteristic that influences both the career that students select and their success in that career. Students who feel self-confident will select a career on the basis of their interests and abilities and won't limit their options because of a fear of failure. Once in a career, they will be willing to take reasonable risks and won't be defeated or discouraged by small setbacks. One of the main purposes of career preparation should be to help students realize the important role that self-confidence plays in career success, and to encourage them to undertake activities which will build their own self-confidence.



ACTIVITY #1

SELF-CONFIDENCE ASSESSMENT

Objectives:

Students will be able to:

1. Assess their own level of self-confidence.

Teacher Preparation:

Duplicate a class set of the handout "How Self-Confident Are You?"

Time:

10 minutes.

Procedure:

Talk to students about the crucial role that self-confidence plays in choosing a career and in being successful and happy in that career. Tell students that when they are preparing for the world of work, self-confidence is as important as developing specific job-related skills.

Tell students that you acquire self-confidence through successful and positive life experiences and that when you have such experiences your self-confidence grows.

Distribute the handout "How Self-Confident Are You?". This handout features a quiz which students can complete to assess their own level of self-confidence. Tell students to work alone to do the quiz. Directions for scoring appear on the bottom of the quiz.

Evaluation:

Student self-evaluation.

STUDENT HANDOUT:

HOW SELF-CONFIDENT ARE YOU?

To accompany Activity #1, "Self-Confidence Assessment"

---

1. You go to a party wearing shorts and see that everybody else is in sport coats or dresses. You:
   a) feel miserable that you could be so dumb.
   b) make a joke and enjoy the evening.
   c) go home and change.

2. When you arrive at basketball practice, the team is laughing loudly. You:
   a) assume they are laughing at you.
   b) ask what the joke is about.
   c) ignore them and practice shooting.

3. An out-of-town friend comes to visit you. You:
   a) worry about what to do during the visit.
   b) introduce your guest to your friends.
   c) let your friend take the lead in deciding what to do.

4. You get a note from the teacher saying that she wants to see you after school. You:
   a) think that she doesn't approve of your work.
   b) expect that she has selected you for an honour or wants to compliment you on your recent test grade.
   c) assume she wants to give you information.

5. At a store, you try on the hottest new fad, a ripped denim jacket. You think it looks a little strange. You:
   a) buy it but never get around to wearing it.
   b) buy a jacket that suits your style.
   c) buy it and wear it to school the next day.

6. At the beginning of your first year of university, you are advised by the coach to try out for the university swim team. You:
   a) don't want to compete with older athletes.
   b) are sure you can be an asset to the team.
   c) decide to wait until the next year when you have had more experience.

7. The principal asks you to be on a panel discussion for a school assembly. You:
   a) say you'd rather not.
   b) accept enthusiastically.
   c) say yes, but hope that others will do most of the talking.

8. Your parents are having a party when you return home from a movie. You:
   a) race to your room and close the door.
   b) walk in and talk with the guests.
   c) head for the kitchen to help with the food.

9. You walk past a ball field where classmates are playing an informal game of soft ball. You'd like to play. You:
   a) are too embarrassed to ask and walk home instead.
   b) say you'd like to play and ask if you may.
   c) hang around until they ask you to join.

10 After a play in which you have a small part, relatives in the audience tell you your performance was great. You say:
   a) "Oh, I was terrible."
   b) "Thanks a lot."
   c) "My part was small."

11. You have to make a decision about a job. You:
    a) get opinions from everybody you know.
    b) make up your mind all by yourself.
    c) get opinions from a few trusted people.

12. You do a sloppy job on a math assignment. When your teacher says it is unacceptable, you say:
    a) that the assignment was too hard.
    b) that s/he is right.
    c) that you always do your best.

13. You become friends with a new student at school and plan to spend Saturday doing something together. At the last minute he/she cancels with an excuse you consider weak. You:
    a) feel rejected and don't make plans again.
    b) tell him/her you are disappointed, but assume you are still friends.
    c) are hurt and wonder if s/he is lying.

14. Everyone in a public speaking class must make a speech about his or her personal qualities. Your speech:
    a) is about all weaknesses.
    b) is mostly about good qualities, but some weaknesses.
    c) tells about only good qualities.

15. The school yearbook prints caricatures of various students and pictures you as a snob. You never saw yourself that way before. You:
    a) lash out at the artist.
    b) think over whether it's a valid criticism.
    c) think it must be true.

16. You think you do a conscientious job as a day-camp counsellor, but one day you feel tired and let the kids play by themselves. When your supervisor calls you on it, you:
    a) feel humiliated that you messed up so badly.
    b) regret the mistake but remind yourself that you're a good counsellor.
    c) feel a bit annoyed and worry that you won't be rehired.

Scoring:

If you have mostly (a) answers:
Your self-confidence is low right now. You often feel incompetent or ineffective. You are too concerned about what others think of you.

If you have mostly (b) answers:
You are self-assured. You like yourself and believe in your ability to handle situations.

If you have mostly (c) answers:
You're a normal teenager who could use a boost in self-confidence.

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ACTIVITY #2

INCREASING YOUR SELF-CONFIDENCE

Objectives:

Students will be able to:

1. Plan a strategy to provide themselves with experiences which will increase their self-confidence.

Time:

One class period.

Procedure:

Explain to students that self-confidence comes at least partially through having positive experiences which make you feel good about who you are. Sometimes these experiences just happen, but other times we can organize our lives so that the chances of them occurring are greater.

Tell students to think of a few experiences they've had lately that have made them feel good about themselves. You, the teacher, might give a couple of personal examples such as: "Last week at my public speaking club I gave a speech without getting flustered and got lots of praise and a few suggestions for improvement from my fellow club members." Or, "I've been really worried about how I'm going to have time to teach school, take a university class and still have time left for a little bit of fun. I talked to my sister about it. She didn't get mad at me for trying to do too much, instead she sat down with me and we figured out how I can simplify my housework routines and be more efficient in my lesson preparation so that I won't always be exhausted."

Tell students to write descriptions of their positive experiences, using one paragraph for each experience. They should then plan a strategy which will put them in circumstances where the experience is likely to be repeated. Again you, the teacher, might give personal examples: "Because my speech at my public speaking club made me feel so good about myself I decided to continue my membership in the club." Or, "Because my sister was so supportive and made me feel so good about what I'm trying to accomplish, I plan to discuss things with her more often."

Some classes will feel comfortable sharing their plans, others will not. Sharing should be done in small groups of three to five because groups provide more opportunities for involvement than do whole class discussions.

Evaluation:

Student self-evaluation.

Additional Activities:

1. Other activities which might be used to emphasize the importance of self-confidence or to boost self-confidence might include:
   - Have students start a personal list of the things they like about themselves. The list should include personality characteristics, physical attributes and skills and abilities.
   - Ask students to keep track over a 24-hour period of all the positive comments they receive from others.
   - Lead students in a mental imagery activity in which they visualize themselves as capable, effective, successful. Students should mentally focus on every detail of how they look and act.
   - Have students rehearse acting the way that a self-confident person acts. They should stand tall, use appropriate eye contact, speak clearly and with conviction, and walk with a spring in their step. The rehearsals can be videotaped if desired.
2. Have students identify ways in which they might help build others' sense of self-confidence. Some possibilities include emphasizing people's strengths rather than their weaknesses, offering recognition for work well done, letting people know they don't have to be super athletes or super students to be your friend, etc. Working individually, have students identify one situation in which they contributed to another person's self-confidence and one situation where they may have diminished it.

4. INTEREST AND SKILL INVENTORY

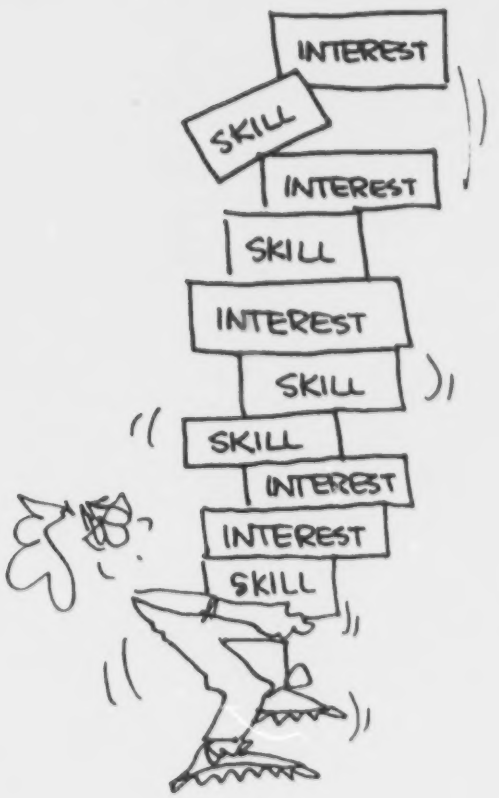
For the Teacher

By the time they reach high school, most students have well-defined interests. As well, they have begun to develop skills which have direct relevance to the world of work.

For many people, work is more than a source of money. People who enjoy their jobs get immense pleasure and satisfaction from them. Their work contributes to their personal growth and development.

Helping students recognize their own interests and identify careers and jobs based on those interests is an important part of the career planning process.

The educational system provides students with basic skills they need for the work world, such as reading, writing and following directions. Other basic skills such as getting along with others are developed through personal interactions at home, at school and in the community. In addition, most high school students have developed individual skills unique to themselves which can be used in specific careers or jobs. Students should be encouraged to identify and build upon the skills they already have as they consider their future in the world of work.



ACTIVITY #1

TWENTY THINGS I LIKE TO DO

Objectives:

Students will be able to:

1. List 20 things they like to do.
2. Identify careers which are similar to each of the things they like to do.

Time:

One-half class period.

Procedure:

Talk to students about the importance of having a job or career that they enjoy. Explain that work is a way to earn money, but it can also be a source of pleasure and personal growth. This is an activity that will help students identify careers and jobs that reflect their interests.

Have students work individually. Ask each student to make a list of 20 things s/he likes to do. The list can include school subjects and activities, leisure activities and part-time jobs. Then have students identify a job or career that is similar to each activity on their list. Use the following examples for illustrations, if necessary:

Things I Like to Do	Careers Which are Similar
Ride my horse	Jockey, Horse-trainer, Horse Groom
Sew	Seamstress, Clothing Designer, Theatre Costume Designer
Teach the little kids at Sunday School	Elementary School Teacher, Day Care Worker, Minister, Religious Education Consultant
Listen to music	Professional Music Critic, Disc Jockey, Music Librarian, Music Therapist, Music Teacher

Some students may have limited knowledge of possible careers and thus have difficulty identifying ones which are similar to things they like to do. In this situation, students can work in groups to complete this portion of the assignment.

Evaluation:

Examine students' lists of things they like to do and careers which are similar. Were students able to name 20 things they like to do and identify at least one career which is similar to each thing?

ACTIVITY #2

BASIC SKILLS

Objectives:

Students will be able to:

1. Identify basic skills that are needed in all jobs.
2. Assess the extent to which they personally possess each of these basic skills.
3. Develop a plan to raise their ability in those skills which require improvement.

Time:

One class period.

Procedure:

Explain to students that there are some basic skills such as the ability to read, which are required in any job. Divide students into groups of three or four. Have each group compile a list of basic skills needed for any job. Some possibilities include:

- writing
- speaking
- following directions
- solving problems
- getting along with others
- using a telephone book and telephone

Give students 10 to 15 minutes for this activity, then call the class together again and compile a class list of skills necessary for any job.

Next, ask students to work individually. Have each student assess whether his/her ability in each skill listed is excellent, satisfactory, or in need of improvement. Students should prepare a "plan of attack" for each skill that needs improvement, outlining activities which they could undertake to improve their proficiency in the area.

Evaluation:

Assess whether Objective #1 has been achieved by examining the class list of basic skills. Objectives #2 and #3 are best assessed through student self-evaluation because they deal with highly personal issues.

ACTIVITY #3

MY SKILLS

Objectives:

Students will be able to:

1. Identify skills which they presently possess.
2. Identify one situation in which they have used each of these skills.
3. Identify one career or job which requires each of the skills identified.

Teacher Preparation:

Duplicate a class set of the handout "Skills List".

Time:

One class period.

Procedure:

Tell students that each of them already has a number of skills that can be used in a career situation. This activity will help them identify the skills. Distribute a copy of the handout "Skills List" to each student. Have students work in pairs. They should work through the skills list and check those skills they feel they possess. Then each student should select four or five skills that particularly interest her or him and:

1. Write a short description of at least one situation in which s/he has used the skill.
2. Identify one or more careers or jobs in which each of the skills identified are used.

Evaluation:

Examine students' completed handouts, their lists of situations in which they used each skill and their lists of careers or jobs in which each skill identified is used.

STUDENT HANDOUT:
SKILLS LIST

To accompany Activity #3, "My Skills"

Communication Skills:

- advertising
- advising
- bargaining
- communicating
- debating
- editing
- explaining
- extracting
- influencing, persuading, convincing
- arbitrating
- informing
- interpreting
- lecturing
- listening
- lobbying
- negotiating, mediating
- notifying
- politicking
- preaching
- interviewing
- promoting, publicizing
- reading
- selling
- story telling
- summarizing, paraphrasing
- talking, speaking
- transcribing
- translating
- writing, corresponding
- reporting, presenting

Creative Skills:

- arranging, decorating
- composing
- creating
- demonstrating
- designing
- developing
- devising
- discovering
- displaying
- drafting
- drawing, illustrating
- styling
- experimenting
- expressing
- generating ideas
- imagining, fantasizing
- inventing
- mapping
- modelling
- observing
- painting
- perceiving intuitively
- photographing
- weaving, knitting
- performing, entertaining (acting, dancing, joking, singing)
- playing (any musical instrument)
- preparing food, cooking, baking
- printing
- producing, sculpting

Information Skills:

- analyzing
- appraising
- assessing
- checking
- compiling
- copying
- defining
- detecting
- diagnosing, determining
- evaluating, reviewing
- inspecting
- investigating
- judging
- learning, studying
- memorizing
- navigating
- organizing, classifying
- priorizing
- processing
- projecting
- relating
- remembering
- researching, information gathering
- resolving, problem solving
- scheduling
- screening
- selecting
- examining, inspecting
- filing
- formulating
- hypothesizing
- identifying
- proofreading
- proving, substantiating, verifying
- questioning
- reasoning
- updating
- surveying
- symbolizing
- synthesizing
- testing
- understanding, comprehending

Leadership Skills:

- administrating
- coaching
- conducting
- co-ordinating
- deciding
- delegating
- facilitating
- initiating
- leading, directing
- motivating
- overseeing, heading up
- planning
- programming
- referring
- structuring
- supervising
- umpiring
- managing

Source: *Job Seekers' Handbook*. Alberta Career Development and Employment, 1986. Used with permission.

Manual/Mechanical Skills

- adjusting
- assembling
- building, constructing
- catering
- driving
- fixing
- installing
- lifting
- manipulating
- model-making
- operating
- restoring
- servicing
- sewing
- sorting
- typesetting
- typing
- repairing

Mathematical Skills:

- accounting
- auditing
- bookkeeping
- buying
- calculating, counting
- collecting
- computing
- estimating
- financing
- money
- managing
- purchasing
- taking inventory
- budgeting

People/Interpersonal Skills:

- assisting, helping
- babysitting
- caring
- counselling
- educating, teaching, instructing
- empathizing, dealing with feelings
- enforcing
- guiding
- liaising
- protecting, guarding
- recruiting
- rehabilitating
- serving, hostessing
- supporting
- training
- treating, nursing

Physical Co-ordination Skills:

- climbing
- riding
- playing (any sport)
- running
- skiing
- swimming

CAREER PLANNING

Introduction

One life - one job? Not anymore. The traditional life pattern of choosing an occupation, training for it, and working at it until retirement is no longer a given in our dynamic and changing society. It's unrealistic to expect to choose a line of work that's suitable today that will remain so for the rest of your life.

So much is happening in today's world and it's happening very quickly - especially in the world of work. Laser technology, talking computers, and sophisticated robots have changed the nature of work Many of us are in a "tail spin" wondering how we'll adjust to these changes and questioning where they will lead us. The world today is a different place than it used to be; it's no wonder that **jobs are changing.**

We're always adjusting to changing circumstances in the work place - companies close down, the marketplace changes and demand drops, jobs become obsolete; or we experience change within ourselves. In today's changing world, we will have to prepare to look at new job possibilities many times throughout our lives.

Nowadays people change jobs on an average of every three or four years. Some people are promoted, transferred, or fired; others retire, quit, or go into different fields of employment. Many are juggling home and work responsibilities by job sharing, or working part-time. Others are leaving the jobs they've had for years to open up their own businesses. New companies start up, workloads increase, temporary jobs become permanent, or volunteer work becomes paid work.

Under these circumstances, **career planning** becomes more important than ever before. People who are entering the labour force need to spend time and energy finding out about all of the training and job opportunities that are available to them. They need training which will help them develop general skills that can be used in a variety of jobs, rather than skills that are specific to one job. They need to recognize that learning won't end at the completion of high school or university, but rather continue on throughout their careers in response to technological or career change.

The days when a career followed a predictable pattern are long past. Today, a successful career means planning at every step of the way.

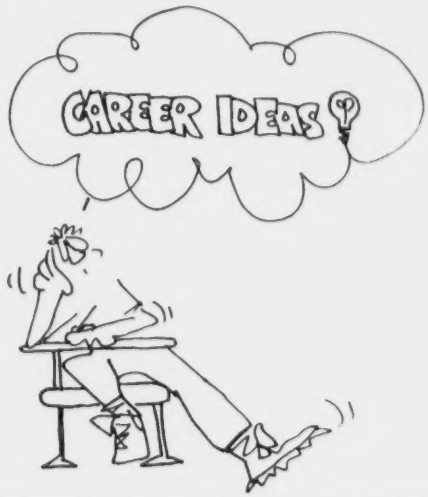
Purpose

This chapter on career planning is designed to make students aware of the many careers open to them and to help them develop career planning and development skills.

Scope

This chapter on "Career Planning" covers six topics. They are:

1. The Sky's the Limit - Looking at All the Options
2. The World of Work is Changing
3. Women in the Workplace
4. Changing Careers and Lifelong Learning
5. Your Career Plan
6. Choices and Challenges



Introduction adapted from: *Job Seekers' Handbook* (1986). Edmonton: Alberta Career Development and Employment. Used with permission.

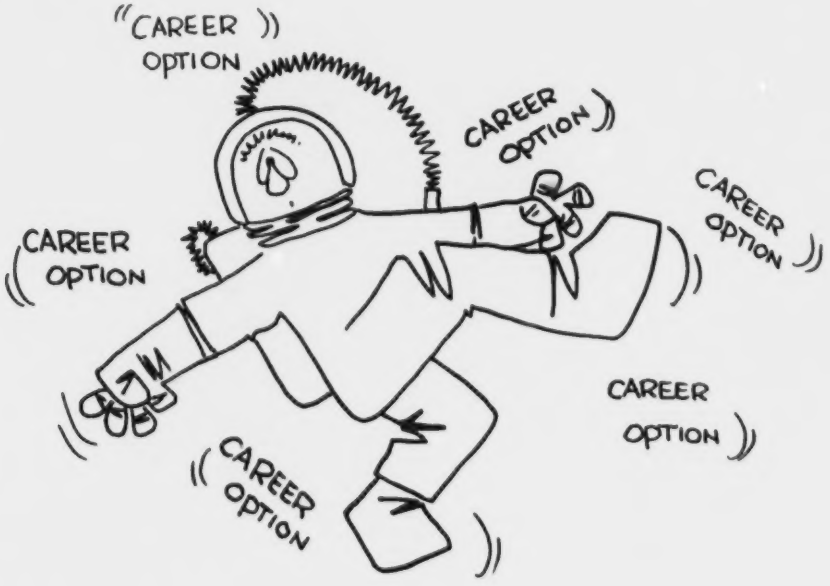
1. THE SKY'S THE LIMIT - LOOKING AT ALL THE OPTIONS

For the Teacher

In the world of work today, there are a vast number of jobs and career options. Moreover, new jobs are coming into existence all the time.

It is important that students are aware of the many possibilities open to them when they are considering what kind of work they want to do in their lives. Unfortunately, students' horizons can be limited by many factors. Students who grow up in rural or northern communities may see only a few traditional careers in their community. The area of the country in which students live and the sex of the students also have an influence. For example, prairie students will likely have little knowledge of the many careers associated with the construction, maintenance and operation of ships. Both boys and girls may have traditional views of careers appropriate for their sex.

Therefore, **career exploration** is a major component of this section. Students need the opportunity to learn about a wide range of careers when thinking about their future plans, and to consider a number of careers in relation to their personal interests and abilities.



ACTIVITY #1

JOBS AND MORE JOBS

Objectives:

Students will be able to:

1. Compile a comprehensive list of jobs and careers.
2. Prepare a written report on one career that interests them.

Teacher Preparation:

Ensure that students have access to community and library resources.

Time:

One class period for introduction. One hour out-of-class time for research. One-half class period to write report.

Procedure:

Many students may be unfamiliar with the vast range of jobs which exist today. It is important to increase students' knowledge of the many jobs which are available. This activity is intended to do just that. The knowledge generated will be used throughout the unit.

With the class as a whole, brainstorm to identify as many different careers as possible. Write all of these job titles on the board. Encourage students to think of jobs or careers which are not typical for their community. If students have difficulty doing this, have them list all the different fields they can think of, for example, health, education, transportation, banking, retail sales, agriculture, etc. Then have them identify specific jobs within each field.

Next tell the students that they are going to be finding out more about some of the jobs listed on the board, but before they can do this they will have to identify some of the questions they want to answer. Have students work in groups of three or four. Tell each group to think of as many questions as possible that they might ask about someone's job. Some possibilities include:
What is a typical day on the job like for you?

- Do other people decide how you will do your work or do you make decisions about your work yourself?
- Do you mostly work alone or do you work with other people?
- What training and experience do you need to get into this job?
- What is the salary like for this job?Have students write each question on a separate piece of paper. After students have identified a number of questions, have them organize their questions. They should first pick out the four or five most important questions and then group the other questions under those major questions. In each category questions should be arranged from most important to least important.

Next have each student select a job that interests him or her to research. Each student should select a different job. Students can research the job by interviewing someone in that job, by reading about it or by writing to someone who has that job. During their research students should try to answer the prior questions developed in class.

Have each student write a page about the job she/he researched. The page can be illustrated with photos cut from newspapers or magazines or with drawings. This can be done in class or as homework.

When displayed on the bulletin board, the pages of information will provide a useful data bank for all class members. It will be used throughout the entire unit.

Evaluation:

To assess whether Objective #1 has been achieved consider the list of careers and jobs which appears on the blackboard. Is it comprehensive? Does it include some jobs that are not typical for your community? To assess Objective #2 examine students' reports on specific jobs. Is all the basic information about the job provided?

Additional Activities:

1. Ask students who are interviewing workers to thoroughly cover their subjects' education and work training to see if there is a relationship between the high school courses they took and their occupations.

2. After the research has been completed, ask students to develop descriptions of the personality characteristics required for various jobs. For example, some jobs might require an outgoing, talkative, persuasive or authoritarian personality.

3. Use the information gathered to prepare a list of the jobs that require specific skills, for example, a pilot needs good eyesight, a construction worker needs physical strength, an athlete needs strength and physical co-ordination, a surgeon needs good eyesight, co-ordination and manual dexterity.

4. Television and movies can make almost any job seem glamorous and exciting. Have students use the information they gathered to assess whether TV shows are realistic in their presentation of specific jobs. How do the jobs of the drivers on Taxi compare to the real-life job of driving a cab? How realistically do L.A. Law and Street Legal present the job of a lawyer?

5. Holding a school or class "career day" is a traditional way of giving students information about occupations. If you decide to hold a career day, be sure that a wide range of occupations are represented. This is particularly important in small communities where students may see only a few traditional careers. Be sure, also, that both females and males working in jobs which are non-traditional for their sex are represented.

ACTIVITY #2

DESCRIBING JOBS

Objectives:

Students will be able to:

1. Develop a list of "paired adjectives" which might be used to describe jobs.
2. Place a number of different jobs on an appropriate point on the continuum created by each pair of adjectives.
3. Use the descriptions created by this process to select jobs consistent with their personal values and preferences.

Time:

One class period.

Procedure:

Work with the class as a whole to develop eight to ten pairs of adjectives that describe jobs. The adjectives in each pair should represent the opposite ends of a continuum. For example:

routine _____ varied

indoor _____ outdoor

hazardous _____ non-hazardous

precise _____ approximate

Then ask students to work in groups of two or three. They should select six to eight of the occupations reported upon in the previous activity (or occupations they know about) and place each occupation at an appropriate point on the line connecting each pair of adjectives. This may create some discussion and debate among students because they might have different views about the same jobs.

Then ask students to spend five minutes working individually. They should recall the personal values and preferences they explored in the previous unit, Self-Inventory, and select two or three jobs which have characteristics consistent with their values and preferences.

Evaluation:

Assess Objective #1 by considering the list of paired adjectives that students create. Can the adjectives be used to describe jobs? Are they truly opposites? Assess Objective #2 by listening to students as they attempt to place various jobs on the continuum created by the paired adjectives. There is no single right answer for this process. Its purpose is to get students thinking about the characteristics of various jobs rather than to generate specific answers. Student self-evaluation is appropriate for Objective #3. Students will be the best judge of whether a particular job is consistent with their personal values and preferences.

Additional Activities:

A variation on this activity is to list a dozen jobs on the blackboard and then ask students to write down six or seven adjectives that might be used to describe each one.

Adapted from: Helling, Cliff and Ruff, Don (1973). *Career guidance, Volume 6*. Centre for Occupational Education, North Carolina State University at Raleigh, VA. Used with permission.

ACTIVITY #3

JOBS AND REWARDS

Objectives:

Students will be able to:

1. Analyze a number of different jobs in order to identify the rewards offered by each job.
2. Identify jobs that offer rewards that will be motivating to them personally.

Time:

One class period.

Procedure:

Explain to students that different jobs offer different types of rewards. A few of the rewards offered by jobs include: money, personal satisfaction, the opportunity to contribute to the world, status, emotional and financial security, change, excitement, the comfort of routine and familiarity, the opportunity to work with others, travel, or serve others.

Have students work in small groups to identify the kinds of rewards associated with six or eight different jobs. Then ask students to spend five minutes working individually. In the previous unit, "Self-Inventory", students identified some of the things that would motivate them personally. Now they should compare the rewards offered by various jobs to those things that motivate them. Which jobs offer rewards that will be motivating to them personally?

Evaluation:

Assess Objective #1 by listening to students when they are discussing the rewards offered by various jobs. There are no right answers to this activity. Its purpose is to help students recognize that different jobs offer different types of rewards. Assess Objective #2 through student self-evaluation. The purpose of this process is to get students thinking about the kinds of rewards that are most meaningful to them personally.

Adapted from: Helling, Cliff and Ruff, Don (1973). *Career guidance, Volume 6*. Centre for Occupational Education, North Carolina State University at Raleigh, VA. Used with permission.

2. THE WORLD OF WORK IS CHANGING

For the Teacher

The typical workplace is very different than it was 20 years ago. Many processes that formerly were done by hand or with simple equipment are done now with computers. Word processors that automatically check spelling and grammar have replaced typewriters. Computers take only a few seconds to add up columns of figures that used to take bookkeepers hours. In factories many products are at least partially assembled by robots. **Automation** is making many old skills obsolete and forcing workers to learn new ones.

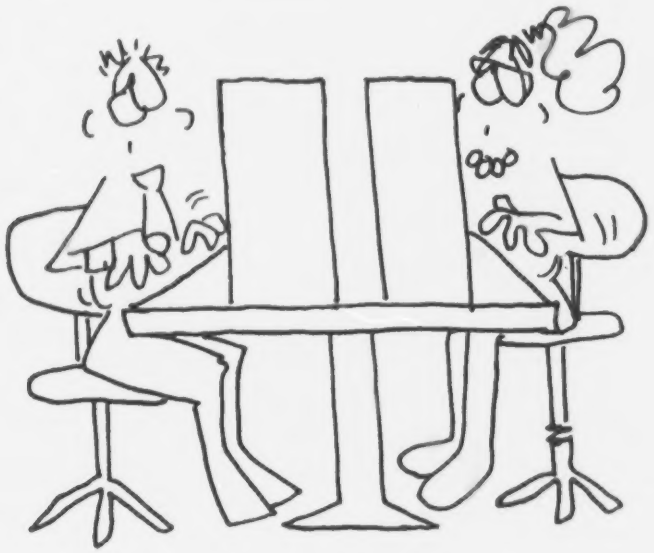
Social and technological change means that many **new jobs** exist today that did not 20 or even ten years ago. The development of computers, VCRs, cable television, etc. has created thousands of new jobs. Social trends have influenced the job market as well. Today, in most marriages both partners work, so there is less time for housework. As a result, the number of jobs in restaurants and fast food outlets and in service businesses such as house cleaning has risen considerably.

These changes will continue in the years ahead. Technological change will create new jobs not dreamed of today and the job market will continue to change as society itself changes.

The nature of the labour force is changing as well.

- Between 1980 and 1988 the number of people in the Canadian labour force increased by 14.7%. This rate of growth is only half what it was during the 1970's.
- Two forces played a significant role in shaping the Canadian labour force during the 1980's: a rapid decline in the number of young people entering the labour force and strong growth of the number of women between the ages of 25 and 54 in the labour force.
- The decline in young workers is a result of the declining birthrates. The increase in female workers is the result of social and economic factors which encourage women to enter the labour force.

It is anticipated that these trends will continue in the years ahead.



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Labour force statistics from *Labour Market Developments in the 1980's*. (1990); Complied by the Library of Parliament. Supply and Services Canada. Cat. # YM32-1/89-1-1989-11E.

ACTIVITY #1

CHANGING TECHNOLOGY, CHANGING JOBS

Objectives:

Students will be able to:

1. Identify the extent to which modern technology has influenced jobs in their community.

Time:

One-half class period for introduction. One hour out-of-class time for research. One class period for oral reports.

Procedure:

Explain to students that technology is changing the way that many jobs are performed. New skills are needed and old ones become obsolete. Have students work in small groups to survey local businesses and organizations to find out how computers and other technological developments have changed the nature of work and the skills required of workers. Some businesses and organizations which might be surveyed include:

- grain elevator - computerized weigh scales
- restaurant - automatic drink mixing machines, computerized cash registers
- bank - automation of all systems
- gas station
- post office
- grocery store
- drug store - computerized records of prescriptions

Students should ask the following questions of each business or organization surveyed:

- What new computerized systems have been introduced into your business or organization during the past ten years? What other technologically sophisticated systems are used in your business today that weren't in use ten years ago (video cameras, etc.)?
- What new skills have employees had to learn in order to use these new systems or equipment?
- How did the employees learn these skills?
- How did the staff feel about having to use new systems and equipment and learn new skills?
- Have the new systems or equipment changed the nature of the work done in your organization or business? If so, how?

After the research has been completed, have each group give a five minute summary of their findings to the class.

Evaluation:

Determine whether the objective has been met by considering students' presentations. Are they comprehensive? Do they focus on the ways in which technology changes jobs and the nature of the workplace?

Additional Activities:

A variation on this activity is to have students visit local businesses and organizations and then prepare a list of all jobs that require computer skills of some sort. Skills needed may include the ability to program a computer, use existing programs, or type. Students will probably find that computer skills are needed for at least half of all jobs.

ACTIVITY #2

JOBS - YESTERDAY, TODAY AND TOMORROW

Objectives:

Students will be able to:

1. Identify jobs which exist today but did not exist 20 years ago.
2. Identify jobs common in the past and present which will probably exist in the future.
3. Speculate about jobs which don't exist today but probably will in the future.

Time:

One class period.

Procedure:

1. Have students work in small groups to prepare lists of jobs that exist today but did not exist 20 years ago. Some possibilities include:
   - almost all jobs associated with computers;
   - jobs relating to the manufacture and sale of video recorders, videotapes, compact disc players and compact discs, microwave ovens, answering machines, fax machines, etc.;
   - jobs associated with cable television;
   - operators of new types of medical equipment such as ultrasound machines.
2. Then ask the groups to identify jobs which were common in the past and present and will probably be common in the future. Some possibilities include:
   - nurses and doctors;
   - waiters and waitresses;
   - hairdressers and barbers;
   - teachers;
   - pilots, bus and truck drivers.
3. Finally, ask student to speculate about jobs which do not exist now but will probably exist ten or 20 years from now.

Evaluation:

This activity has three parts. Each part relates to an objective. Use the results of each part of the activity to determine if the corresponding objective has been achieved.

3. WOMEN IN THE WORKPLACE

For the Teacher

Until the 1960's society held rigid expectations regarding the work that women and men should do. Most women worked only until they married. After marriage they were expected to leave the paid labour force and devote themselves to the care of their homes and families.

Because it was assumed that most women would work only for a few years, many did not go to university, choosing to work at clerical and sales jobs. Those women who did take post-secondary training were usually tracked into traditionally "female" fields such as nursing, library work or elementary school teaching.

Highly trained and highly paid professionals such as doctors, lawyers, veterinarians, pilots, dentists, etc. were almost always men. Similarly, there were few if any women in the skilled trades such as carpentry and plumbing.

In the mid-50's this began to change. Over the years occupational stereotypes have become less rigid and increasing numbers of women are entering occupations once dominated by males. There is still a long way to go, however.

A number of studies have shown that many teenage girls still limit themselves to traditionally female occupational choices, by doing this they reduce their earning power and their opportunities for job satisfaction. Exposing students to the broadest possible range of career options and emphasizing that both males and females can enter any field they choose are ways to break down occupational stereotypes.

ACTIVITY #1

EQUALITY IN THE WORKPLACE

Objectives:

Students will be able to:

1. Use census data provided to prepare charts or graphs showing the numbers of females and males employed in various occupations during the years 1971, 1981 and 1986.
2. Understand the changing roles women and men are playing in the work force.

Teacher Preparation:

Duplicate a class set of the handout "Equality in the Workplace".

Time:

One class period.

Procedure:

Explain to students that today people have less stereotyped views of careers appropriate for females and males than was once the case. As a result more females are employed in traditionally male fields such as engineering, medicine and law, and more males are employed as clerical and sales workers, social workers, telephone operators - jobs once considered female.

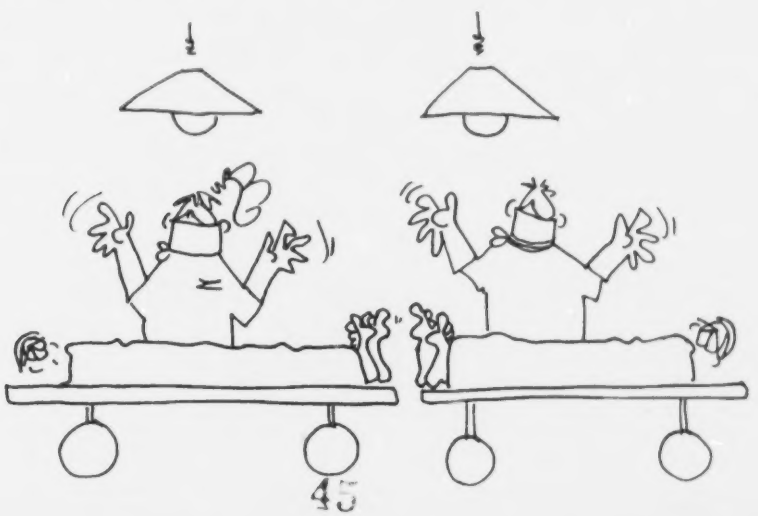
Distribute the handout "Equality in the Workplace". The figures on this handout show that women are increasingly selecting careers in traditionally male fields such as medicine and police work. Ask students to use the figures to prepare either a bar graph or a series of pie charts.

Evaluation:

Check students' charts and graphs to be sure they have been completed accurately.

Additional Activities:

1. Invite a woman or a man employed in a job which is not traditional for his or her gender to speak to the class. The speaker might discuss:
   - why s/he selected that career
   - the satisfactions associated with this particular career
   - any encouragement or discouragement s/he encountered from parents, teachers, etc. when selecting this career
2. 1991 is a census year. Obtain data from that census and update the figures on the handout so that students' charts and graphs are up to date.
3. Do a survey of veterinarians, doctors or police officers in your community to identify the number of males and the number of females employed in those jobs. How does the ratio of males and females in your community compare to the Canadian average?
4. Have students count the number of females and the number of males in each non-compulsory course in your high school. Is there a gender imbalance in some courses? Why?



STUDENT HANDOUT:

EQUALITY IN THE WORKFORCE

To accompany Activity #1, "Equality in the Workplace"

Today many people in our society believe that both females and males should select a career that interests them not one that reflects traditional gender stereotypes. An increasing number of women are choosing careers in fields which were once considered inappropriate for females.

The figures below are taken from census data collected by Statistics Canada. They show the number of females and males in certain occupations for the census years of 1971, 1981 and 1986. Use these figures to draw a bar graph or a series of pie charts.

Occupation	1971	1981	1986
Air Pilots			
Male	4,140	7,865	7,425
Female	15	255	320
Police Officers and Detectives			
Male	38,295	52,915	52,270
Female	590	2,275	3,285
Physicians and Surgeons			
Male	25,695	33,620	36,840
Female	2,885	6,925	9,840
Dentists			
Male	6,120	9,490	10,420
Female	310	800	1,590
Veterinarians			
Male	1,640	2,820	2,720
Female	75	550	1,440

ACTIVITY #2

ARE YOUR VIEWS STEREOTYPED?

Objectives:

Students will be able to:

1. Assess the extent to which their personal occupational goals reflect traditional gender stereotypes.
2. Assess the extent to which their views about jobs appropriate for females and males in general reflect traditional gender stereotypes.

Teacher Preparation:

Duplicate a class set of the quiz "Are Your Views Stereotyped?" and the answer key for this quiz.

Time:

One-half class period.

Procedure:

Explain to students that people who consider only those occupations typical for their sex are perpetuating stereotypes and are limiting their career options unnecessarily. Distribute the quiz "Are Your Views Stereotyped?" and ask students to complete it individually.

After the quiz has been completed discuss the quiz using the answer key for the quiz. The quiz is intended to measure two things:

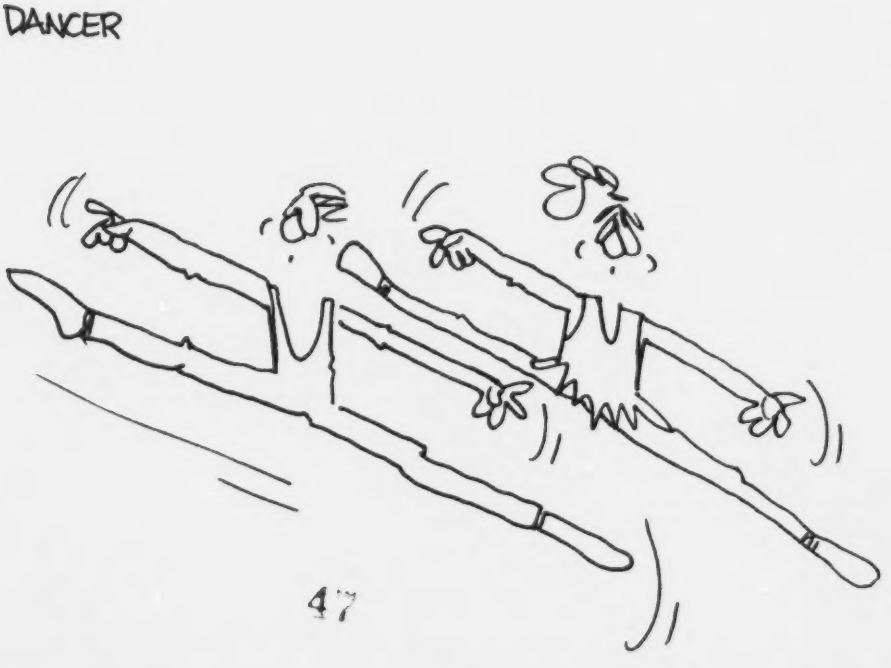
- the extent to which students' personal occupational goals reflect traditional gender stereotypes
- the extent to which students' views about jobs appropriate for females and males in general reflect traditional gender stereotypes.

There may be a difference between these two factors, for example, students may think that males and females in general can enter any field they want, yet they may have traditional aspirations for their own careers.

Findings such as this will provide the basis for a discussion. Questions #1 through #3 on the questionnaire can also be used as discussion questions.

Evaluation:

Student self-evaluation.



STUDENT HANDOUT:

ARE YOUR VIEWS STEREOTYPED?

To accompany Activity #2, "Are Your Views Stereotyped?"

Name: _____

1a) What jobs would you like to do when you are finished school? _____

_____

1b) How did you get this idea? _____

_____

2. What would be your second choice? _____

3. What other jobs do you think you might like to do when you are finished school?

_____

4. There are a number of activities listed below. Put a check mark in the space that tells best how you think you would like to do these things when you are finished school.

		Like a lot	Like a little	Would not like to do
a)	Pilot a plane			
b)	Sell things in a store			
c)	Cut grass around a house			
d)	Paint a fence			
e)	Design rocket ships			
f)	Deliver messages for business			
g)	Watch for forest fires			
h)	Take tickets at a movie show			
i)	Build furniture			
j)	Read books			
k)	Operate on a sick person			
l)	Repair a toaster			
m)	Type letters for someone			
n)	Be a school principal			
o)	Play a musical instrument			
p)	Fix a car			
q)	Work with poor people			
r)	Use a computer			
s)	Work by yourself			
t)	Look after small children			
u)	Serve people in a restaurant			
v)	Tell other workers what to do			
w)	Bake a cake			
x)	Look after parks and gardens			

5. Look at the jobs listed below. Then think of the students in your class who are your age. What jobs do you think these students will have when they finish school? Put a check mark in the space that best tells what jobs these students will have when they finish school.

		Females	Males	Both Females and Males
a)	Astronaut			
b)	Doctor			
c)	Store Owner			
d)	Secretary			
e)	Nurse			
f)	Bank Manager			
g)	Teacher (elementary school)			
h)	School Principal			
i)	Salesperson			
j)	Police Officer			
k)	Librarian			
l)	Forest Ranger			
m)	Dancer			
n)	Dentist			
o)	Teacher (high school)			
p)	Model			
q)	Grocery Clerk			
r)	Social Worker			
s)	Minister/Rabbi/Priest			

Adapted from: *When I grow up: Career expectations and aspirations of Canadian school children.* (1986). Ottawa, Labour Canada, Women's Bureau. Used with permission.

STUDENT HANDOUT:

ARE YOUR VIEWS STEREOTYPED? ANSWER KEY

To accompany Activity #2, "Are Your Views Stereotyped?"

Question #4 is designed to measure the extent to which students' personal occupational goals reflect traditional gender stereotypes. The work listed can be categorized in the following ways:

Male	Female	Neutral
a, c, d, e, f, g, i, k l, n, p, r, v and x	b, l, q, t, v and w	n, j and o

Question #5 is designed to measure the extent to which students' views about roles appropriate for females and males in general reflect traditional gender stereotypes. The jobs listed can be categorized the following way:

Male	Female	Neutral
a, b, c, f, h, j, l, n, o and s	d, e, g, k, m, p, q and r	i

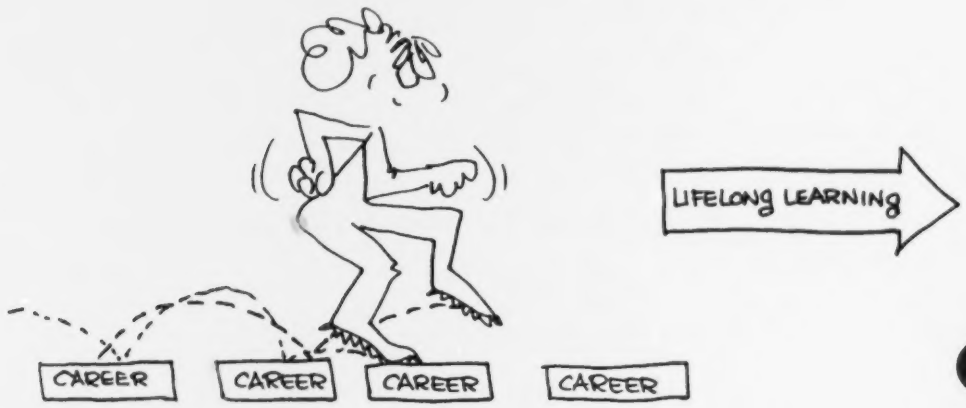
4.CHANGING CAREERS AND LIFELONG LEARNING

For the Teacher

It has often been predicted that people entering the labour force today will change careers at least four times during their working life. Some of this change will be involuntary as plant closures, corporate mergers and technological change alter the nature of the work-place; however, much of this change will be voluntary. It is no longer expected that people will hold one job or follow one career for their entire life.

Today society recognizes that a career is more than a way of earning money. It can provide personal satisfaction and fulfillment as well.

Students who expect career change and have thought about strategies for coping with such change will be better equipped for the world of tomorrow.



ACTIVITY #1

WHAT DO I DO NOW?

Objectives:

Students will be able to:

1. Identify options open to people whose jobs or careers change due to factors beyond their control.

Teacher Preparation:

Duplicate class sets of the handout "Unexpected Changes".

Time:

One class period.

Procedure:

Explain to students that sometimes people don't choose to change jobs or careers - plant closures, corporate mergers or technological change force the change upon them. Distribute the handout "Unexpected Changes". It describes a number of situations in which people had change forced upon them.

Divide students into small groups and ask them to brainstorm to identify as many options as possible which might be open to the individuals in the situations described.

Allow about 25 minutes for this process and then ask the class to reassemble. Prepare a class list of options open to people whose jobs change because of forces beyond their control. Have students make a list of their options.

Evaluation:

Consider the class list of options. Do students identify a wide range of options including:
- moving to another part of the province or country
- trying to find another job doing the same kind of work
- starting your own business
- buying the company or business you work for and operating it as a workers' cooperative
- getting additional training for another type of work
- using experience obtained through volunteer activities to move into another career field
- staying on and making the best of the situation.

Additional Activities:

Ask students to:

1. Study an actual situation in which a mine or plant closed. What happened to the workers, the community?
2. Invite a person who chose to change careers to speak to the class. The person should talk about:
   - the reasons for the career change
   - the way that s/he brought the change about
   - the advantages and disadvantages of making the change
3. Have students survey their community (or province) to identify all the training and educational opportunities available to adults who want to upgrade their education or get training in a different field.

STUDENT HANDOUT:
UNEXPECTED CHANGES

To accompany Activity #1, "What Do I Do Now?"

Some people choose to change jobs or careers, others have no choice. Plant closures, corporate mergers and technological change sometimes mean that people's old jobs disappear.

Below are a number of case studies. Work in small groups and imagine that you are the workers described. Try to identify as many career options as possible for each group of workers.

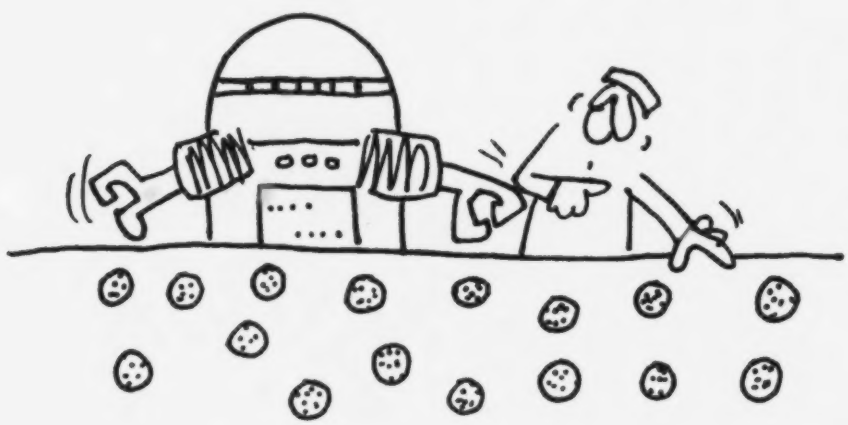
Group 1
You are a group of accountants working for a big company. Your company has just been bought out by another big company. The new company has a number of accountants on staff and has given you termination notices because they prefer to keep their own people on staff.

Group 2
You are a group of workers in a cookie factory. As the cookies come down the assembly line you remove the broken ones and pack the cookies in boxes. The company has bought new equipment that sorts the cookies and boxes them automatically. You've all received termination notices.

Group 3
You are a group of people working in a grocery store owned by a large chain. The chain has just announced that they plan to close your store six months from now because it doesn't make enough profit.

Group 4
You work in a plant that manufactures kitchen appliances. Your job has been to assemble the appliances. The owners of the factory announce that automated equipment will be introduced to assemble the appliances, but no one will lose their jobs. Some people will be retrained to run the automated equipment and the rest will be transferred to another plant in another province.

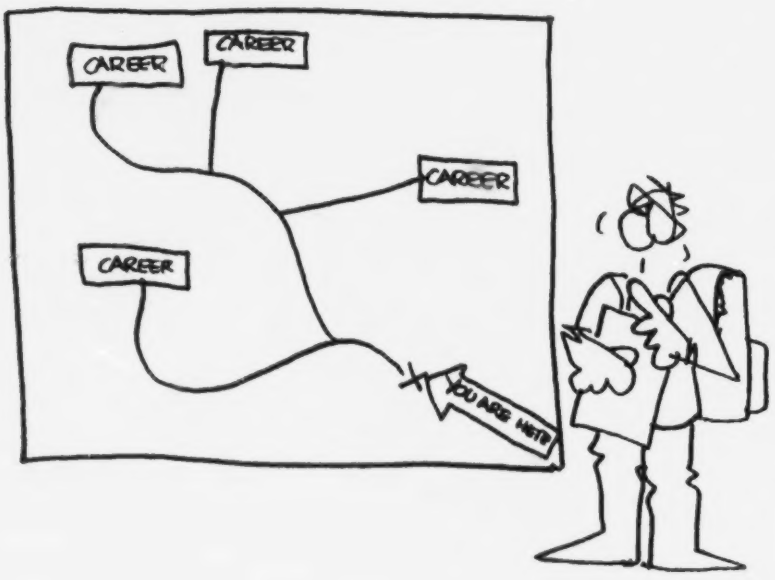
Group 5
You are a group of government workers. You all work in the same office, some in clerical jobs and some as consultants or managers. The government has just announced that your entire department is moving to a small community 300km north in order to boost the economy of that part of the province. People who are unwilling to move will be put on a waiting list but cannot be guaranteed another government job.



5. YOUR CAREER PLAN

For the Teacher

A career plan is like a road map. It helps students get from where they are to where they want to be. Because of the changing nature of the world of work, few students can chart a course during high school and follow it for the rest of their lives. However, students can establish general directions during their high school years and begin to develop generic skills that will have usefulness in virtually any job situation.



ACTIVITY #1

YOUR CAREER PLAN

Objectives:

Students will be able to:

1. Develop a personal career plan.

Time:

One class period.

Procedure:

Tell students that having a career plan makes achieving goals easier. It serves as a road map of sorts. Have students each develop their own personal career plans. In the career plan they should:

- Describe the kind of work they would like to be doing five years from now; 10, 20, 30 years from now.
- Identify the kind of training they will need to reach these goals. They should identify both post• secondary education and life-long learning.
- Identify skills that they can develop which will be useful in almost any job situation. Skills might include writing ability, the ability to get along with other people, the ability to supervise other people.
- Identify how they plan to go about acquiring these generic skills.

Evaluation:

Examine students' career plans to be sure that students are realistic about the kind of education needed for specific careers. Beyond this, ask students to evaluate their own work.

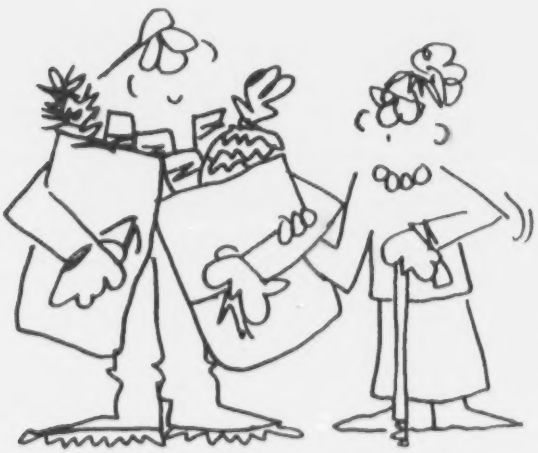
6. CHOICES AND CHALLENGES

For the Teacher

For many people, their career includes **volunteer work** as well as paid employment. The volunteer work may be in the same area as their career, as when a bookkeeper does the books for a local community association, or it may be in a totally different area, as when that same bookkeeper works with the elderly or with people with mental or physical disabilities.

Volunteer work is a way of sharpening your skills in a different setting or of learning new skills. Many people who want to switch careers recognize the value of getting started in their new area by first doing volunteer work there.

Perhaps more importantly, however, are the personal satisfactions that come with volunteer work. People who choose to volunteer know that they are doing a worthwhile job that might otherwise go undone. They know that they are making their community and the world a better place and they have the sense of pride that comes through service to others.



ACTIVITY #1

YOUR CONTRIBUTION HELPS

Objectives:

Students will be able to:

1. Explain how decisions by individuals about volunteering time to community groups can affect the community as a whole.

Teacher Preparation:

Ensure that students have access to community agencies. Contact volunteer organizations and make arrangements for students to volunteer.

Time:

10 to 15 minutes for introduction. Two to two and a half hours of out-of-class time. 10 to 15 minutes for reporting survey results.

Procedure:

Explain to students that a career can include unpaid (volunteer) work as well as paid work. Volunteer work is a way of making a contribution to your community, learning new skills and achieving the satisfaction that comes with helping others.

Brainstorm with the class as a whole to identify organizations and agencies in your community that rely on volunteer help. The food bank, Big Brothers and Big Sisters, groups for people with physical and mental disabilities, environmentalist and peace groups are some examples.

Then give students a homework assignment to do that evening. Each student must ask ten people (other than high school students) how much time they spend per week on community volunteer work for agencies such as those listed. They should total the number of hours of volunteer work done by the people they surveyed.

Next day in class, ask each student to give the total number of hours of volunteer work done by all people s/he surveyed. Write these totals on the board, add them up and divide by the number of people surveyed to get the average number of hours per week of volunteer work done by people in community.

Next have students select one of the organizations identified at the beginning of the lesson and spend two hours doing volunteer work for that organization.

At the conclusion of the activity ask students to write a paragraph describing how the people served by the organization they selected would be affected if five more people decided to do two hours of volunteer work per week for it. They should also describe how their community as a whole would be affected if everyone in the community decided to do two hours per week of volunteer work.

Evaluation:

Examine students' paragraphs. Do students realize that when many individuals in a community make the same decision about volunteering their time, the quality of life of the community is enhanced?

Additional Activities:

1. Point out to students that people can learn new skills by doing volunteer work - skills which can be useful in their paid careers. Some people who want to switch careers make the change happen by first doing volunteer work in the field they have chosen to enter. List a dozen or so types of volunteer work and have students identify the kinds of skills that an individual would learn from each one. For example:
   - editing a newsletter for a community club - writing, editing, organizing self and others to meet deadlines, working with typists, typesetters, printers, artists, etc.
   - being a Brownie or Cub Scouts leader - working with children, planning and carrying out events, working cooperatively with parents and other community organizations.
2. If your community has a volunteer bureau, ask a representative from the bureau to speak to the class on "The Role of Volunteer Work in Career Development".

ENTREPRENEURSHIP

Introduction

Entrepreneurship begins when you recognize an opportunity, a want, a need or a demand which needs to be satisfied. It is the use of resources to implement innovative ideas to satisfy those needs through new, thoughtfully planned ventures. Entrepreneurs are often people who work for themselves. Some operate businesses where they hire other staff, others create only their own job. Some people are entrepreneurs within an existing organization. They can be called Intrapreneurs.

- Did you know that: In 1986, almost one out of every seven workers in Canada was self-employed (1,556,000 out of 11,634,000).
- Between 1975 and 1986, the number of self-employed workers increased more than twice as fast as the number of paid workers: 54.0% compared with 22.6%.
- Self-employment is more prevalent among men than among women: 17.1% of all employed men were self-employed in 1986 compared with only 8.3% of all employed women.
- Since 1975, however, the number of self-employed women has been rising three times as fast as the number of self-employed men: 117.6% compared with 39.1%.
- Women's share of total self-employment rose from 19% in 1975 to 27% in 1986; during this period, their share of paid worker employment advanced from 38% to 45%.
- The prevalence of self-employment increases rapidly with age: in 1986, only 5.6% of workers aged 15-24 were self-employed compared with 15.3% of workers aged 35-44 and 46.8% of those 65 years and over.
- Self-employment is most prevalent in Saskatchewan and Prince Edward Island: it makes up 23.8% of total employment in the former and 18.3% in the latter. If agriculture is excluded, however, British Columbia has the highest proportion of self-employment (15.6%). Self-employment is least prevalent in Ontario and Quebec.
- Self-employment is more prevalent among workers engaged in fishing and in farming occupations; it is also prominent among persons in the artistic, literary and recreational field; in sales occupations; and in the construction trades.
- Self-employment workers generally stay at their job longer than paid workers. In 1986, almost 18% of the self-employed had worked at their job more than 20 years compared with only 8% of paid workers.

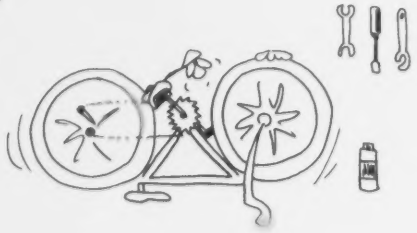
Purpose

The purpose of this chapter on Entrepreneurship is to assist students to consider entrepreneurship as a career option for themselves and to illustrate the important role that entrepreneurs play in the Canadian economy.

Scope

Seven topics are covered in this Chapter. They are:

1. Entrepreneurship and Your Community
2. The Entrepreneur as an Individual
3. Business Development
4. Business Management
5. Cooperative Entrepreneurship
6. Social Responsibility and Business
7. Choices and Challenges



Statistics from: *Enterprising Canadians: The self-employed in Canada.* (1988). Ottawa: Statistics Canada. Cat. #71-536.
Definition adapted from G. Rabbior, J. Lang *Entrepreneurship for Canadians: The Spirit of Adventure User's Guide*, 1990.

1. ENTREPRENEURSHIP AND YOUR COMMUNITY

For the Teacher

Entrepreneurs are people who have the vision to see opportunities that others have not identified and the initiative to act upon those opportunities by using their resources to create new ventures. Entrepreneurs bring together the resources of labour, natural resources and money in order to address a need, want or problem in an innovative way. They are willing to take controlled risks in order to create a career and a lifestyle that offers personal satisfaction and a sense of accomplishment.

Most entrepreneurs begin their careers when they recognize a gap in the delivery of a product or service.

Sometimes they see a need for a product or service in their community and take the initiative to meet that need. For example, a successful business venture that rents maternity clothes developed out of the recognition that most mothers-to-be cannot afford to buy a complete new wardrobe.

In other cases, entrepreneurs recognize an opportunity; they see new customers that no one else has identified. For example, an entrepreneur might recognize that most elementary and high school students have some knowledge of French and so see potential customers for French teen magazines and rock videos.

Some entrepreneurs have the creativity and imagination to develop an entirely new product. Some computer hardware and software falls into this category and so do games such as Trivial Pursuit. Still other entrepreneurs package an old product or service in a new way to make it more appealing to consumers. Dial-a-Sandwich services and restaurants that encourage offices to order by fax are two examples of this type of entrepreneurship.

Intrapreneurs may see an opportunity or need within the organization they work for. They may use resources effectively to satisfy that need. For example, a government employee may discover that the public has difficulty understanding pamphlets and forms. That employee may decide to launch a campaign to encourage all employees to use Clear Language.

Sometimes an entrepreneur will see an opportunity that will benefit others. One man organized a courier service which employed Street Kids. The service benefited from their knowledge of the city. In turn the young people learned to read and write and had gainful employment.

Every community has entrepreneurs. Retail businesspeople and people who sell services such as insurance or auto maintenance are the most obvious examples. But there are other types of entrepreneurs as well. Each person who operates a booth at the farmers' market is an entrepreneur in a small way; so is the person who sells plants from a backyard greenhouse, who does dressmaking for others and who sells home baking on a regular basis. The range of existing and potential entrepreneurial ventures is very broad indeed.

More than 17% of all new businesses are started by people under 24 years of age.

ACTIVITY #1

GETTING TO KNOW ENTREPRENEURS IN YOUR COMMUNITY

Objectives:

Students will be able to:

1. Use the technique of interviewing to obtain information about an entrepreneur and his or her venture in the community.

Teacher Preparation:

Ensure that students have access to community resources. Use the master provided to make the transparency "Factors of Production".

Time:

One class period for introduction. One hour out-of-class time for interview.

Procedure:

Introduce the concept of entrepreneurship. Explain that entrepreneurs are people who have an idea for a venture and follow it through. They organize, manage, assume the risks and use their resources effectively. Ask the class for a few examples of entrepreneurs they know. It is very likely that some of the students' parents are entrepreneurs.
Have each student identify and interview a local entrepreneur. People who own retail businesses are the most obvious entrepreneurs in most communities. But there are many other types of entrepreneurs as well. Some include:
- people who make and sell crafts.
- people who sell their extra garden produce.
- people who do house cleaning, yard maintenance or swimming pool maintenance.
- people who sell life insurance or other financial services.
- accountants.
- fundraisers for non-profit organizations.

Ideally, each student should interview a different entrepreneur. (In small communities with small populations it may be necessary for students to do the interviews in groups of two or three.) The information gathered will be used in various ways throughout this chapter.

Before students begin their interviews provide a review of the technique of interviewing.
- Ask open-ended questions, not questions that require a yes or no answer.
- Don't criticize or be judgemental about anything the interview subject says.
- Use paraphrase when necessary to be sure that you understand what the interview subject is saying.
- Let the interview subject talk, don't monopolize the conversation yourself.
- Keep the subject on track if necessary by gently steering him or her back to the topic under discussion.

It may be appropriate to have students practice interviewing each other before they interview members of the community.

Have students identify some of the things that they might like to learn about entrepreneurs and their businesses. Have students work in groups to do this. Some possible questions include:
- What need does this product or service meet?
- What product or service do you provide?
- Who are your consumers?
- Why did you decide to become an entrepreneur?
- What personality characteristics do you have that contribute to your success as an entrepreneur?
- What skills and abilities do you have that contribute to your success as an entrepreneur?
- What are the satisfactions and frustrations associated with a career as an entrepreneur?
- How do you market your product?
- What sort of manufacturing/production facilities do you have?
- What is a typical day like for you? What time do you start work? – finish work? What activities do you do during the course of a normal day?
- What is a typical week like for you? How many hours do you work in a week? Do you work evenings and weekends? How often?
- What were some of the problems you encountered during your career as a entrepreneurs? How did you solve these problems? What other solutions might have been possible to these problems?

- If your venture/business was bigger, would it be easier to run? More profitable? Of more benefit to society? More satisfying for you as an owner/manager?
- If your venture/business was smaller, would it be easier to run? More profitable? Of more benefit to society? More satisfying for you as an owner/manager?
- How many jobs do you create? (Each entrepreneur creates at least one job – his or her own.)
- How much money does your business/venture contribute to the community by paying salaries, rent, rent, utilities, business licences and taxes, etc.?

Have students write each question on a separate piece of paper. After students have identified a number of questions, have them organize their questions. They should first pick out the four or five most important questions and then group the other questions under these major questions. In each category questions should be arranged from most important to least important. (Note: each group's set of questions will be different.)

The prior questions that students develop in the classroom can be used to guide their interviews.

Evaluation:

There are two things to consider when assessing whether the objective has been achieved - the interviewing technique used and the information gathered during the interview. Have students do a self-evaluation of the technique they used during the interview. It will not be possible to assess the quality of the information gathered until the chapter has been completed. As one of the last activities in the chapter, students are asked to write a profile of the person they interviewed. Examine the profile to assess the content of the interview.

ACTIVITY #2

BUSINESS: LABOUR, MONEY AND RESOURCES

Objectives:

Students will be able to:

1. Analyze a community business in order to identify the factors of production.
2. Draw conclusions about the factors of production which predominate in particular types of businesses.

Teacher Preparation:

Ensure that students have access to community resources.

Use the master provided to make the transparency "Factors of Production".

Time:

One class period.

Procedure:

Explain to students that entrepreneurial ventures bring together labour, resources and money (sometimes called the factors of production) for productive purposes. Use the transparency to illustrate this point. (Factors of production are emphasized in more detail in the unit "The Consumer and the Economy" in "Module I, The Canadian Marketplace and You".) Earlier in this section each student interviewed a local entrepreneur. Have students work individually to analyze that person's business and identify the factors of production.

Labour
- Who provides the labour? What types of work do they do?

Resources
- What raw materials or natural resources does the business use? What is the origin of these materials? For example, a hardware store sells things made of glass, metal and plastic. All of these materials are made from natural resources. Students may find that some service businesses use few resources. An insurance business, for example, basically just uses office furniture and supplies (which are made of natural resources), a dog-walking business uses the streets of the town or city which are available to all.

Money (capital)
- Was start-up money needed? If so, what for? Again, students will find that some service businesses require little or no capital to start.

After students have spent ten or fifteen minutes analyzing the factors of production in a particular business, call the class together again. Ask if they can draw any conclusions about the kinds of businesses in which a specific factor of production is emphasized. For example, businesses which offer a service often tend to be labour intensive and require few resources and little money. A retail business such as a hardware store or dress shop requires resources (in the form of stock) and money (to buy the stock, pay rent, utilities, etc.). Retail business may require less labour than many other types of businesses. Manufacturing businesses require all three factors of production.

Evaluation:

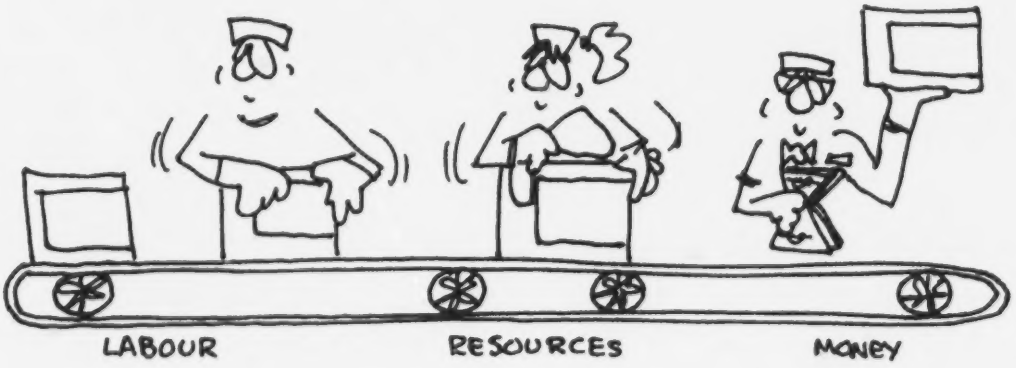
To assess whether Objective #1 has been achieved, examine each student's written description of the factors of production in the business s/he was analyzing. Do students understand the distinction between the three factors of production? To assess whether Objective #2 has been achieved, listen to the statements that students make at the end of the activity when they are drawing conclusions about the kinds of businesses in which a specific factor of production is emphasized.

TRANSPARENCY
FACTORS OF PRODUCTION

To accompany Activity #2, "Business: Labour, Money and Resources"

FACTORS OF PRODUCTION

- Labour
- Resources
- Money



ACTIVITY #3

SUCCESS BEGINS AT HOME

Objectives:

Students will be able to:

1. Identify potential entrepreneurial opportunities in their own community.

Time:

One-half class period.

Procedure:

Tell students that most entrepreneurial ventures begin with a good idea. The entrepreneur recognizes a need for a product or service in the community or offers an old product or service in a new way so that it has greater usefulness or appeal.

Divide the class into groups of two to four students. Tell students that their task is to examine their own community and identify potential entrepreneurial opportunities which exist in their community. The first step is to examine the kind of people who live in the community. Are there lots of farmers, lots of construction workers, lots of young children, lots of families where both parents work? The next step is to identify the kinds of products and services that these people need. Are the needed products and services available in the community at the present time?

It may be appropriate to discuss some examples of possible goods and services in class before students begin this exercise. For example:

Services
- Taxi service
- Delicatessen - If the community is too small for a delicatessen could this service be offered by someone who sells deli foods from his/her home or from an existing restaurant?
- Laundromat - dry cleaning
- House cleaning - Could this be done on a part time basis?
- Home-packed lunch service - This is a good possibility if there are a lot of construction workers in the community.
- Day care service for elderly people
- Rental of baby equipment such as strollers, car seats, etc.

Products
- Special occasion balloons
- Giant decorated cookies for special days or events
- backyard greenhouse?

Ask each group to list the entrepreneurial opportunities they identified on a sheet of paper. If desired each group can describe the opportunities identified to the rest of the class.

Evaluation:

Do students' suggestions concerning entrepreneurial opportunities realistically reflect the nature of the community? Do students recognize that traditional goods or services might have to be presented in a new way to be appropriate for their community?

2. THE ENTREPRENEUR AS AN INDIVIDUAL

For the Teacher

People become entrepreneurs for a variety of reasons. Many are motivated by a desire for achievement and excellence. They want recognition for their ability and often are interested in excellence for its own sake.

Some entrepreneurs start their own ventures as a means of achieving personal fulfilment. They may have a consuming interest or talent. Many computer experts, graphic artists, or writers who are in business for themselves fall into this category. They may have skills and abilities which they don't have an opportunity to develop when working for a government agency or a big company.

Still others see entrepreneurship as a way of gaining control over their work life. They want to set their own goals, determine the kind of work they do and choose the people they work with. Some entrepreneurs are people with a high energy level who are willing to work hard. When employed by someone else they receive the same salary no matter how hard they work. They see owning their own business as a way of making their earnings equal their effort.

On the surface, entrepreneurs may seem to have a wide variety of different personalities, but underneath successful entrepreneurs have some basic characteristics in common. They tend to be **hard-working** "**self-starters**". They are **self-disciplined**, **realistic** and **comfortable with a moderate degree of risk**.

People's ideas for entrepreneurial ventures usually grow out of their **experience,** their **education** or their **hobbies.**

Most entrepreneurs have some work experience prior to setting up their own business/venture. This experience gives them skills and knowledge which they can apply in other situations. A person who works as a secretary develops typing skills which can be used to set up a commercial typing service. A person whose work involves a lot of writing gets many opportunities to polish this skill and is well equipped for a career as a freelance writer.

Formal education also provides knowledge and skills which can be used in an entrepreneurial venture. Someone who studies computing science at university may be well prepared for a career as a self-employed computer consultant.

Some entrepreneurs' ventures grow out of their hobbies. Someone who enjoys sewing might offer sewing classes at home or do custom sewing for others. Someone who is an expert cross-country skier might recognize the need for a simple ski waxing system, then develop and market such a system. Someone who enjoys gardening might start a greenhouse or a landscaping service.

ACTIVITY #1

AM I AN ENTREPRENEUR?

Objectives:

Students will be able to:

1. Assess the extent to which they have the personal characteristics "typical" of entrepreneurs.

Teacher Preparation:

Duplicate a class set of the handout, "Am I an Entrepreneur?".

Time:

One-half class period.

Procedure:

Discuss with students that they are at a stage in their lives where they are thinking about future careers; entrepreneurship is one career possibility. Explain to students that just as some people have personality characteristics which suit them to careers as doctors, teachers, plumbers or whatever, others have additional characteristics which make them suited to careers as entrepreneurs. Distribute the handout, "Am I an Entrepreneur", and give students time to read it. Then ask each student to complete the rating scale which appears beside each question. This rating scale will give them an indication of the extent to which they possess the personality characteristics of an entrepreneur. The higher the score, the greater the characteristics suited to entrepreneurship.

Evaluation:

Since this is a personal exercise, student self-evaluation is most appropriate.

Additional Activities:

If it is appropriate to explore this topic in more depth, students might be asked to write a personal profile, assessing the extent to which they have each of the personality characteristics typical of an entrepreneur.

STUDENT HANDOUT:
AM I AN ENTREPRENEUR?

To accompany Activity #1, "Am I an Entrepreneur?"

On the surface, entrepreneurs may seem to have a wide variety of different personalities, but, underneath, most successful entrepreneurs have similar basic personality characteristics.

Do the quiz below to find out whether you have these characteristics.

	Not at all				A great deal
Are you a self-starter? Entrepreneurs don't need someone else to tell them to start work on a project.	1	2	3	4	5
Are you organized and self-disciplined? Entrepreneurs stick to a schedule and are not easily distracted from their work.	1	2	3	4	5
Do you like being in charge and enjoy having responsibility?	1	2	3	4	5
Do you have a lot of energy and are willing to work hard?	1	2	3	4	5
Are you able to plan, on both a long and short-term basis?	1	2	3	4	5
Can you anticipate problems and plan how you will handle these problems if they arise?	1	2	3	4	5
Are you realistic? Entrepreneurs assess each situation in a practical manner and don't avoid or ignore problems.	1	2	3	4	5
Are you optimistic and self-confident? Entrepreneurs generally have faith in their own abilities and see others in positive terms.	1	2	3	4	5
Are you comfortable with a moderate degree of risk? Successfulentrepreneurs are not gamblers; they plan carefull and realistically and so eliminate some risk. However, there are always factors which the entrepreneur cannot control and so there is always a moderate degree of risk in going to business for yourself.	1	2	3	4	5

Scoring:
Add your circled numbers up to get your score. A score between 35 and 45 indicates you may have the characteristics of a successful entrepreneur.

ACTIVITY #2

PERSONAL ENTREPRENEUR INVENTORY

Objectives:

Students will be able to:

1. Assess their own personal interests, skills and knowledge.
2. Identify types of business possibilities which use their personal assets.

Teacher Preparation:

Duplicate a class set of the handout, "Personal Entrepreneur Inventory."

Time:

One-quarter class period.

Procedure:

Explain to students that successful ventures are usually based on their founder's interests, skills and knowledge. Distribute the handout "Entrepreneur's Inventory". This handout asks students to identify and assess their own personal interests, skills and knowledge and then to identify opportunities which use or are based on these personal assets.

Evaluation:

Every individual has some interests and some areas of skill and knowledge. Have students identified their own strengths? There is a way that virtually every strength can be used as the basis for an entrepreneurial venture. Have students identified related opportunities and possibilities?

STUDENT HANDOUT:

PERSONAL ENTREPRENEUR INVENTORY

To accompany Activity #2, "Personal Entrepreneur Inventory"

First identify your own personal interests, skills, and knowledge. They identify possible entrepreneurial ventures which are based on these interests, skills and knowledge. An example is provided in each category.

My interests	**Ventures based on my interests**
Music	DJ service for parties
My skills	**Ventures based on my skills**
Talking to people	Sales/Personal counselling
My knowledge	**Ventures based on my knowledge**
Computer programming	Computer consulting

MY INTERESTS

MY SKILLS

MY KNOWLEDGE

ACTIVITY #3

THE LIFE OF AN ENTREPRENEUR

Objectives:

Students will be able to:

1. Realistically describe the lifestyle of a typical entrepreneur.

Teacher Preparation:

Ensure that students have access to community resources.

Time:

One-half class period.

Procedure:

As the first activity in this chapter, students interviewed an entrepreneur. Among the questions asked were:

- What is a typical day like for you? What time do you start work? – finish work? What activities do you do during the course of a normal day?
- What is a typical week like for you? How many hours do you work in a week? Do you work evenings and weekends? How often?

Tell students to imagine that they are an entrepreneur. (They can select any venture/business that interests them. You may wish to refer to the list developed in Activity #2.) Then have them write a work schedule for a week, illustrating the hours they work and the activities they undertake. (As a guideline, statistics suggest that the typical entrepreneur works an average of 55 hours a week.)

Evaluation:

Do students recognize that many entrepreneurs work long hours and that they may have irregular schedules? Are the work schedules and activities realistic?

Additional Activities:

To get a close look at the life of an entrepreneur, have students spend volunteer time working with an entrepreneur in his or her business/venture. A minimum of eight hours (not necessarily at one time) would be useful. Have students, through observation, answer the above questions in a journal. Have students report their experiences to the class and the positive and negative aspects of entrepreneurial life which they observed.

ACTIVITY #4

OPENING YOUR MIND TO NEW IDEAS AND POSSIBILITIES

Objectives:

Students will be able to:

1. Generate ideas for new or modified products or services and for innovative ways of marketing products and services.
2. Assess whether they have the creativity and imagination needed to become an entrepreneur.

Time:

One-half class period.

Procedure:

Explain to students that most entrepreneurs have some degree of creativity and imagination. They are able to see ways of changing existing products and services so that they are more attractive to consumers or so that they appeal to a different type of consumer. For example, some supermarkets have begun to package meat in single portion packages in an attempt to appeal to the large number of people who live alone.

Entrepreneurs can identify innovative methods of selling their products and services so that the products and services are more accessible to consumers. For example, some entrepreneurs sell their products through house parties instead of through regular stores. Some entrepreneurs develop totally new products and services that duplicate nothing existing in the marketplace.

Tell students that this activity will give them an opportunity to think about products and services in the way that an entrepreneur would.

Divide the class into groups of three to five students. Each group is to brainstorm to complete one of the tasks below. Before students begin, remind them of the rules for brainstorming. The purpose is to generate as many ideas as possible. All ideas are accepted; none are criticized or evaluated during the session. Any evaluation which is done comes later. Participants are encouraged to build upon and expand each other's ideas.

- Select an existing product. The product can be a very ordinary one such as ball-point pens, light-bulbs, school desks, etc. Then generate as many ideas as possible for adapting the product itself or marketing the product so that it is more attractive or more accessible to consumers.
- Select an existing service such as a typing service, a barber or beauty shop, or a house cleaning service. Generate as many ideas as possible for changing the service or marketing it in new ways.
- Think of as many new products and services as possible. The products should be totally new based on new ideas or new technology, not just adaptions of things already on the market.

If time permits, have each group present a few of its ideas to the class as a whole.

At the conclusion of the activity ask each student to assess whether s/he has the creativity and imagination needed to make a good entrepreneur. Have students write a brief paragraph in which they explain why or why not.

Evaluation:

Assess whether Objective #1 has been achieved by considering students' brainstorming session. Were many ideas generated? Did all students participate, not just a few? Did students build upon each other's ideas? Objective #2 is best assessed through student self-evaluation as it requires personal self-examination.

Additional Activities:

1. Have the students make posters or drawings illustrating the new or modified products and services they identified during their brainstorming sessions.

3. BUSINESS AND VENTURE DEVELOPMENT

For the Teacher

Recognition of an opportunity in the community or a good idea combined with a strong desire to be your own boss are the basics of entrepreneurship. For success, these basics must be coupled with sound, realistic planning.

The element of risk associated with being an entrepreneur can be reduced significantly if a detailed venture plan is prepared before a final decision is made about whether a particular idea is economically sound.

Financing is an important part of the venture plan. Most small businesses require some capital to get started. There are a number of sources from which this capital can be obtained and each has advantages and disadvantages. Accurately projecting cash flow over the first year or two is the key to success as an entrepreneur.

ACTIVITY #1

VENTURE PLANNING

Objective:

Students will be able to:

1. Develop a realistic venture plan for a small business.
2. Experiment with a potential entrepreneurial career for themselves.

Teacher Preparation:

Ensure that students have access to community resources. Duplicate a class set of the handout, "A Venture Plan". Use the master provided to make the Transparency "Venture Planning Steps".

Time:

10 to 15 minutes for introduction. Two hours for preparation of business plan.

Procedures:

Most high school students are interested in summer and part-time jobs and most are giving serious thought to their career after they finish high school. In this activity, students are required to develop a real-life venture plan for a possible summer, part-time or post high-school small business.

Using the Transparency, briefly discuss the eight steps in developing a venture plan. Distribute the handout "A Venture Plan". It takes students through all the steps of planning for an entrepreneurial venture. Some of the steps in the planning process can be done in the classroom; other steps will require research in the community. For example, when students are investigating laws and regulations which apply to their proposed ventures, they will have to phone, write or visit various government agencies. When they are doing a financial plan, they will need to get prices for raw products, rents, utilities, etc. from appropriate sources. Emphasize that this is to be a realistic plan that students might actually implement, not an exercise in fantasy.

After students have worked through the eight steps of the plan, have them write a short essay which describes all aspects of the venture they are planning. They should conclude the essay by stating whether or not their proposed venture will be successful and why. If the venture plan tells them that they have little chance of making a profit it might be better not to go into business at this time.

Evaluation:

To determine whether Objective #1 has been met, examine students' written descriptions of their ventures. Are they realistic in terms of their cost estimates, their expectations concerning sales? Can they realistically assess whether the venture will be a success? Objective #2 should be evaluated through student self-evaluation, since it relates primarily to raising personal awareness.

Additional Activities:

1. In this activity, students prepare a venture plan for a hypothetical entrepreneurial venture. To make the activity more realistic, have students develop a plan for a business/venture that the class could actually operate for a limited period of time in the school. Some possibilities include:
   - a sandwich and hot dog lunch service
   - a company that designs and manufactures business cards (for schools that have printing equipment)
   - a company that designs, manufactures and sells simple Christmas decorations
   - a company that offers an events management service (organize community/school dance, graduation, etc.)

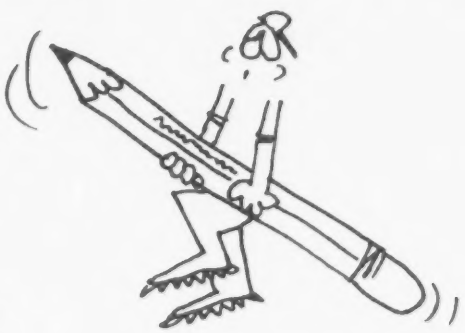
   Once the plan has been developed students will need to decide whether their business venture will be a workers' cooperative or a traditional business with managers and workers. They will need to decide who will do what jobs and how the profit will be distributed.
2. When all ideas have been developed, students might wish to organize a student entrepreneurs fair. Each student would develop a display outlining his/her idea. Students parents, teachers, business people and the media can be invited to visit the fair and talk to students at their display. A panel of community entrepreneurs can be asked to provide formal feedback on each display/idea.

TRANSPARENCY
VENTURE PLANNING STEPS

To accompany Activity #1, "Planning A Venture"

VENTURE PLANNING STEPS

- Identify your product or service
- Decide upon how your product or service will be produced
- Identify four customers
- Investigate regulations
- Marketing
- Start-up money
- Pricing strategy
- Financial plan



STUDENT HANDOUT:
A VENTURE PLAN

To accompany Activity #1, "Planning a Business"

Steps to follow in developing a business plan:

1. Identify your product or service.

Remember:
- Your own interests, skills and abilities should form the basis of your business.
- Your business should meet a need in the community.
- Your business can be based on a new approach to an old idea.

Some possible businesses are:

Goods	Services	Manufacturing
• selling flowers on the street	• dog-walking • house-cleaning • swimming-pool maintenance • bicycle courier	• making fashion jewellery to sell to local stores • making wooden toys

Some questions to ask yourself about your product or service are:
- What is the purpose of the product or service?
- How does the product or service achieve this purpose?
- What are the unique features of the product or service? Is the product/service seasonal or can it be sold all year around?

2. Decide upon how your product or service will be produced.

If you are manufacturing a product you should ask:
- Where will I get the raw material for my product? How much will it cost?
- Do I need special tools to make this product? (sewing machine, wood-working tools, jewellery-making equipment). Where will I obtain these tools? How much will they cost?
- Do I need a special room or shop to manufacture my product? If so, what space will I use (my room at home, family garage, rented space)? What will be the cost of space? Will I have to pay utilities?

If you are selling a product you should ask:
- Where will I get my product from?
- Is this supplier reliable?
- What is the wholesale cost of this product?

If you are selling a service you should ask:
- Do I need special tools or equipment for this service? (gardening tools, cooking equipment) If so, where will I get these tools from? What will they cost?
- Will I provide my service in my clients' homes or offices or do I need a special room or shop? For example, if you offer a dog-grooming service you could either go to your clients' homes or your clients could come to your shop. If I need my own space, what will it cost? Will I have to pay utilities?
- Will I need supplies on a regular basis? (A caterer needs to buy food; a dog-groomer needs to buy shampoo and conditioning oils; a hair-dresser needs shampoo, hair-spray, mousse, etc.) If so, where will you get your supplies? What will they cost?

Regardless of whether you are manufacturing something, or selling a product or service you need to consider who will do the work.
- Will you do all of the work or will you hire people?
- Will any people you hire work in their own homes or in your shop or office?
- How easy will it be to hire people with the appropriate skills?
- What will you pay the people who work for you?
- Do regulations concerning income tax, Canada Pension Plan and Unemployment Insurance deductions apply to the people you hire?

3. Identify your customers.

- Who are your customers? (men, women, children, high-school students, swimming pool owners, retail jewellery shops, wholesale hardware dealers, etc.)
- Where are your customers? (in your city, your neighbourhood, your school)
- What is your estimated number of potential customers, at present? six months from now? a year from now?
- Who are your competitors? Why should customers buy from you rather than from your competitors?

4. Investigate local, provincial and federal government regulations.

- Do you need a business licence?
- Do health regulations apply to your business? (Caterers, hair-dressers, etc. should pay particular attention to health regulations.)
- If you are planning to use part of your family home or garage for your business, are you affected by zoning by-laws?
- If you plan to sell goods on the street (such as flowers), do you need a permit?
- If you are planning to sell in your school or in another institution, will regulations permit this?
- Will you have to collect sales tax and send it in to the government?

5. Decide how to market your product or service.

- How will you distribute your product or service to customers? (direct sales, door-to-door, through dealers, through wholesalers or retailers)
- How will you advertise your product? (word-of-mouth, flyers delivered by hand or through the post office, posters in local stores, newspaper ads) What will be the cost of advertising?

6. Consider sources of start-up money.

You may need money to buy supplies or equipment, pay rent, etc. before you actually open for business. Some possible sources of money are:

- your own savings.
- loan from family members.
- loan from the bank or credit union.
- loan from provincial or federal government agency, such as Federal Business Development Bank.
- suppliers – if you buy supplies on credit.

If you borrow money will you have to pay interest? What are the repayment terms?

7. Decide on a pricing strategy.

Remember your price must be high enough to cover all overhead and provide you with an income.

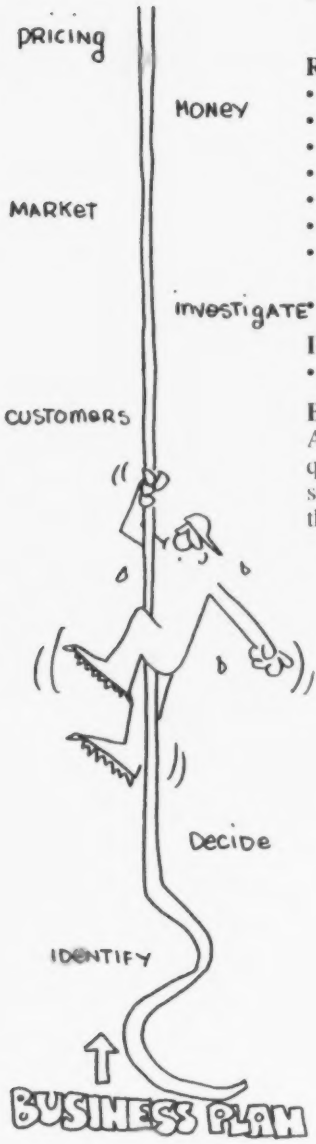
- What will consumers pay for this product or service?
- How are competitors products or services priced?
- Will you try to sell many low-cost products/services or just a few high cost?

8. Develop a financial plan.

The financial plan will tell you if your proposed business is viable. Can you make money from it or will the business fail? If the business you are planning is on-going on either a full or part-time basis, develop a one-year **cash flow budget** showing how much cash you will need before opening for business and showing how much cash will flow in and out of your business each month. If the business you are planning is for the summer only, develop a budget for each month of the summer. Some items to consider include:

Start-up costs

- rental of office space/equipment
- purchase of supplies, raw material, equipment
- advertising



Regular costs
- loan payments
- rental of office space, equipment
- utilities
- purchase of supplies/equipment
- advertising
- wages for staff
- employers' Canada Pension Plan and Unemployment Insurance Commission benefits paid on behalf of staff
- shipping/transportation of goods

Income
- How many products/services can you expect to sell each month?

Bottom line
After all expenses and overhead are paid is there money left over to pay yourself an adequate salary? If there is, you'll be a successful businessperson. If not, consider redesigning some aspect of the business to either reduce costs or increase income. If this is not possible, think of another business that has more chance of succeeding.

77

ACTIVITY #2

MARKET RESEARCH

Objectives:

Students will be able to:

1. Conduct a simulation of marketing research using one specific technique.
2. On the basis of the simulation, decide whether their proposed good or service is commercially viable.

Teacher Preparation:

Ensure that students have access to community resources.

Time:

One class period.

Procedure:

Explain to students that identifying your customers and your market is one of the most important parts of planning any business/venture. A potential entrpreneur has to know if the goods and services that s/he proposes to sell will be attractive to consumers and whether the market is large enough to support another business in that particular field.

Many different techniques are used to conduct market research. Three of the most common are:

Focus groups
- A group of people are asked to participate in a discussion. A moderator guides the discussion which focuses on the proposed new good or service. People are asked to give their opinion about the new item and similar goods or services.

Pilot test
- A small number of people are provided with samples of the good or service and asked to use it in their homes for a time. After a few weeks, they are interviewed and asked for their opinions about the good or service.

Market financial analysis
- An attempt is made to determine whether similar ventures already exist in the community and if they do, what their sales are. This kind of financial analysis usually tells whether the market can support another business of this type.

Write these three techniques on the board.

In the previous activity students identified a business or venture that interested them. Now have them conduct market research to determine whether or not their product or service will appeal to customers. Students can do one of the following:
- Lead a focus group discussing their potential good or service (with students or community members)
- Develop a structured interview that can be used with a person who is doing a pilot test of their good or service
- Survey the community to determine whether other businesses are offering a similar good or service. If other businesses are, attempt to identify their total sales and thus determine whether there is room for another supplier in the community. (The Chamber of Commerce or municipality may be able to help.)

At the end of their marketing research simulation, ask students to conclude whether the project they propose is commercially viable. Why or why not?

Evaluation:

To assess Objective #1 examine students' marketing research project. Have students ask questions relevant to the product and the audience? To assess Objective #2, consider the reasons that students give for the commercial viability or non-viability of their proposed good or service. Are the reasons related to the good or service and to the consumers who will purchase it?

ACTIVITY #3

FINDING FINANCING

Objectives:

Students will be able to:

1. Explain the advantages and disadvantages of various sources of start-up money.
2. Produce a list of some businesses which would require no start-up money.

Time:

10 to 15 minutes for introduction. One hour out-of-class time for research. One class period for presentations.

Procedure:

Explain to students that start-up money is needed to get most (but not all) ventures established. This money is used to buy supplies and equipment and sometimes to pay rent, hire staff, etc. There are five possible sources of start-up money.

- your own savings
- loan from family members
- loan from bank or credit union
- loan from provincial or federal government agency
- suppliers - by buying supplies on credit

Divide the class into six groups. Five groups should be assigned to investigate the advantage and disadvantages of each of the sources of start-up money (one source per group). Students should use information gathered during the interviews with entrepreneurs in Activity #1 - Planning a Venture. They might also interview a bank manager or loans officer, an official of the Federal Business Development Bank or similar agency or a supplier who gives credit to customers.

Give the sixth group of students the task of identifying as many entrepreneurial ventures as possible which require no start-up money at all. Only ventures which require absolutely no supplies or equipment fit into this category, for example a house-sitting or dog-walking service.

Most of the research work for this project will be done as out-of-class work. When students have collected their data, have each group give a five minute report to the rest of the class. The groups might use charts or overheads to present their findings.

Evaluation:

In this activity it will only be possible to directly evaluate students' knowledge of one particular source of start-up money (since each group investigated a different topic). This evaluation can be conducted by assessing students' presentations. Did each group do some research? Does each group present both realistic advantages and disadvantages for their particular source of funding?

If a formal evaluation of all students is desired, ask students to write a point form summary of the advantages and disadvantages of the various sources of funding and a list of ventures which require no start-up capital after the presentations have been completed.

Additional Activities:

1. Invite a bank loans officer or manager to speak to the class about the advantages and disadvantages of various sources of start-up money.
2. Historically, female entrepreneurs have had more difficulty obtaining financing than have males, because of discrimination by lending institutions. Have students interview some female entrepreneurs about their experiences with financing. Have they been positive or negative? Interview the loans officer of a financial institution on the same topic.

4. BUSINESS MANAGEMENT

For the Teacher

An entrepreneurial venture begins with seeing an opportunity and having a good idea. Next comes turning that idea into a viable business venture. This requires creativity and imagination and new ways of looking at things.

The need for innovation and creativity doesn't end with the original idea for the venture or with its establishment. Imagination and a fresh way of looking at things are required daily. Problems arise on a regular basis and there is usually no established procedure for handling them as there would be in a large company. Entrepreneurs must be able to think of constructive ways of handling problems as they arise. As well, entrepreneurs must be alert to new opportunities. They must be able to recognize new customers for their product or service. They must be willing to adapt their production or services as social and economic conditions change. Otherwise, their entrepreneurial venture won't survive.

One major concern of many entrepreneurs is expansion. Some entrepreneurs think that bigger is better and seek to expand. In fact, this isn't always the case. There are financial hazards associated with rapid growth and as a business becomes larger, its nature changes and it loses some of the characteristics typical of a smaller venture. Entrepreneurs need to carefully consider whether expansion has advantages for them.

ACTIVITY #1

INNOVATIVE PROBLEM-SOLVING

Objective:

Students will be able to:

1. Develop at least one strategy for dealing with a real-life business problem.

Teacher Preparation:

Ensure that students have access to community resources. Use the master provided to make the transparency, "The Problem-Solving Process".

Time:

One class period.

Procedure:

Tell students that every entrepreneurial venture begins with a good idea, but the initial idea is only the beginning of innovation and creativity. Every day, entrepreneurs face problems that require action. Usually, there are no guidelines for dealing with specific situations which arise.

There is no single right way of dealing with problems; instead there may be several possible solutions, each of which will produce different results. The key to success often lies in being able to think of new ways of solving old problems or to use situations which seem like a problem to your advantage. The ability to solve problems effectively is a crucial skill.

Explain that people solve problems in different ways. The process is flexible, but the following step-by-step approach to problem-solving is a useful guide:
- Identify the problem (what, where, when and extent)
- Identify possible solutions/alternatives
- Evaluate the alternatives
- Decide on the most likely solution
- Take action
- Evaluate the results of your solution

At the beginning of this chapter, students interviewed local entrepreneurs. Among the questions asked were:
- What were some of the problems you encountered during your career as an entrepreneur?
- How did you solve these problems?
- What other solutions might have been possible to these problems?

Divide students into groups of four or five.

Tell the groups to:
- have each member explain one problem encountered by the person s/he interviewed to the rest of the group.
- write descriptions of these problem situations.
- exchange their sheet of problem descriptions with another group in the classroom.
- develop solutions to the problem descriptions written by another group. Emphasize to students that there are no right or wrong solutions. Different ways of dealing with a particular situation will produce different results.

After 20 or 25 minutes call the entire class together again. Ask each group to read the descriptions of the problems they solved and of the solutions they developed for these problems.

As each problem and proposed solution is presented, the student who did the interview with the businessperson facing that problem should explain what the real-life solution was.

Evaluation:

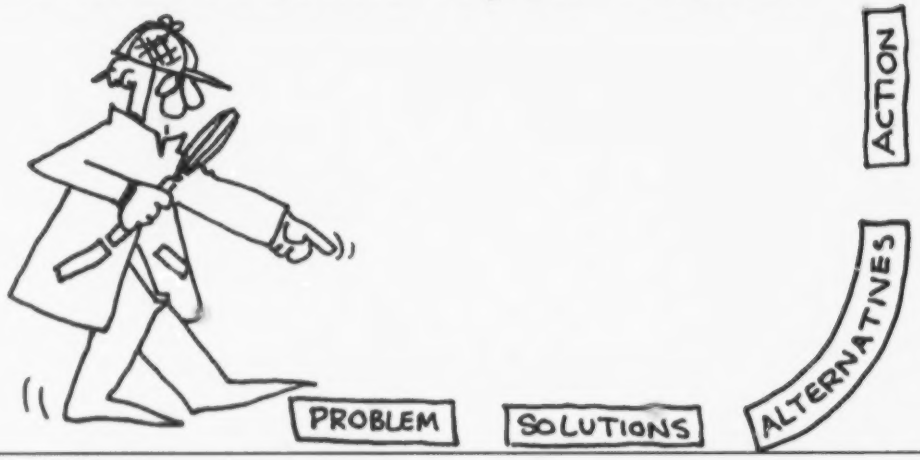
Are students' solutions realistic? That is, are they possible within the limitations imposed by budget, time and legal restrictions? To what extent are students' solutions innovative? Do they show a recognition that there may be several ways to solve a particular problem?

TRANSPARENCY
THE PROBLEM-SOLVING PROCESS

To accompany Activity #1, "Innovative Problem-Solving"

THE PROBLEM-SOLVING PROCESS

1. Identify the problem (what, where, when and extent)
2. Identify possible solutions and alternatives (gather information on them)
3. Evaluate the alternatives
4. Decide on the most likely solution
5. Take action
6. Evaluate the results of your solution



ACTIVITY #2

PLANNING FOR SUCCESS

Objectives:

Students will be able to:

1. Develop workable strategies for averting business/venture failure.

Teacher Preparation:

Use the master provided to make the Transparency, "Causes of Business/Venture Failure".

Time:

One-half class period.

Procedure:

Using the Transparency, explain to students that there is an element of risk in any entrepreneurial activity, but often business failure can be prevented by good planning. Below is a list of reasons why ventures sometimes fail:

Inaccurate identification of customers
- Over or under-estimating the number of customers.
- Targeting a product or service to customers who aren't interested in it.

Lack of a well thought out venture plan.

Starting a venture without enough money
- for either start-up expenses or unexpected costs.

Lack of commitment
- getting a business/venture going requires a great deal of hard work and persistence. Some people don't have the interest, time or energy needed.

Divide students into groups of two to four. Tell each group that they are entrepreneurs starting an imaginary venture. What can they do to take precautions against each of these causes of business failure? The group should discuss each of these causes of failure, then write a short paragraph telling how failure for this reason can be averted. Students should recognize that sometimes the solution is not to go into business in the first place. For example, if the potential entrepreneur can't raise enough money or doesn't have the necessary time and energy, this may not be a good time to start a business or venture.

Evaluation:

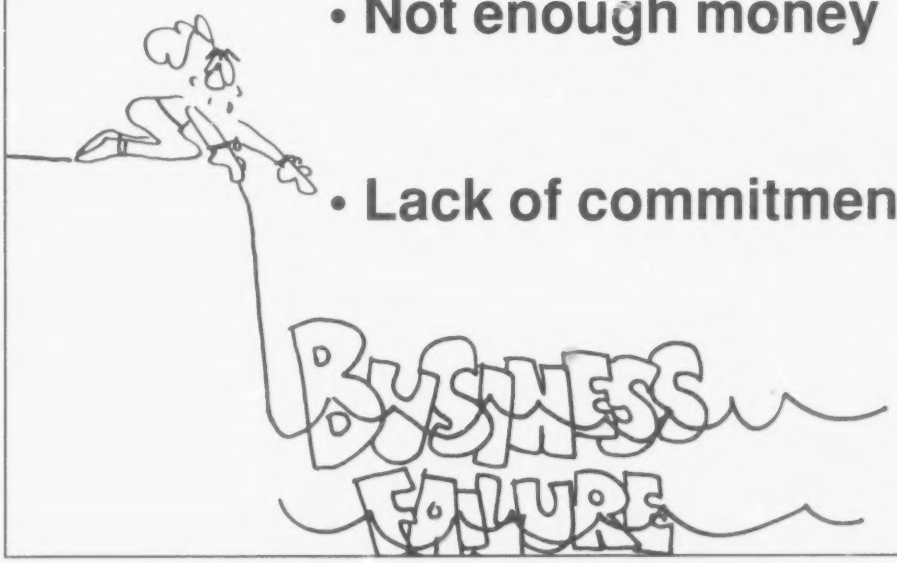
Do students' strategies for averting failure recognize the importance of realistic long-term planning? Do they recognize that in some situations it is best not to start a business or venture in the first place?

TRANSPARENCY
CAUSES OF BUSINESS/VENTURE FAILURE

To accompany Activity #2, "Planning for Success"

CAUSES OF BUSINESS/VENTURE FAILURE

- Inaccurate identification of customers
- Lack of a well-thought-out venture plan
- Not enough money
- Lack of commitment



ACTIVITY #3

BUSINESS GROWTH - GOOD OR BAD?

Objectives:

Students will be able to:

1. Identify the advantages and disadvantages of business growth.

Teacher Preparation:

Duplicate a class set of the handout "Debates".

Time:

10 to 15 minutes for introduction. Two or three hours out-of-class preparation for those participating in the debate. One class period for debate.

Procedure:

Note:
This activity is a debate. By its nature, participation in a debate is limited to about six students. In order to compensate for this problem, several debates have been included in Project Real World. They appear in about every second section of this program. Holding one debate every two months, using a different topic each time and assigning different students to the debate, will ensure that all students have an opportunity to participate in a debate by the end of the year.)

Select affirmative and negative team members. The debate for this unit is "Be it resolved that business growth is always desirable."

The procedure for conducting a debate is described on the handout, "Debates". Distribute this handout to students and discuss it as necessary.

At the beginning of this section, students interviewed local entrepreneurs. Among the questions they asked were:
- If your business/venture was bigger, would it be easier to run? More profitable? Of more benefit to society? More satisfying for you as an owner/manager?
- If your business/venture was smaller, would it be easier to run? More profitable? Of more benefit to society? More satisfying for you as an owner/manager?

The information gathered through these interviews can provide basic background data for the debate. In addition, students might want to interview bank managers who frequently finance business expansions and read articles and case studies in business magazines and newspapers.

Some of students' arguments for and against business growth might be:

Advantages of Business Growth
- creates more jobs
- creates more profit for owners or shareholders
- produces additional needed goods and services

Disadvantages of Business Growth
- less responsive to customers
- less flexible
- possibility of becoming bureaucratic
- greater chance of business failure

Evaluation:

In this activity, it will be possible to directly evaluate only those students who participated in the debate. If a formal evaluation of the rest of the class (those who watched the debate) is desired, ask the observers to write a paragraph giving their opinion on the topic of the debate and outlining reasons for their opinion.

Additional Activities:

A debate is one way of illustrating that when a business grows in size both positive and negative effects result. Other ways of doing this include:
- Divide students into small groups and have each group brainstorm to identify as many positive and negative effects as possible.
- Have each student take a side on this issue and write an essay defending her or his position.
- Have students write and perform humorous skits showing the negative effects of business growth (a functioning small business becomes a bureaucratic dinosaur as it grows) and the negative effects when a business stays small (one or two people are trying to do everything – as a result nothing ever gets done).

STUDENT HANDOUT:
DEBATES

To accompany Activity #3, "Business Growth - Good or Bad"

The essence of debating involves taking sides on an issue and then presenting arguments for or against that issue. For example, your teacher may ask the class to debate the following issue, "Peace in the World is More Important to Women than to Men". In debating terms, this is called the proposition. The proposition defines the issue that will be debated.

Two teams debate the proposition, one team is for it, the other is against it. The team that argues in favour of the proposition is called the affirmative team, the team that argues against it is called the negative team. There are an equal number of people on each team. Teams can be composed of between two and five people.

Once affirmative and negative team members have been selected, the next step is **research**. You and your fellow team members will search through books, magazines and other materials to find evidence to present the strongest possible arguments to prove your case. You can also interview people in order to obtain information. During research you need to discover the **main issues** involved. It is not enough to concentrate on your side of the issue or proposition. You must also be aware of all the opposing arguments.

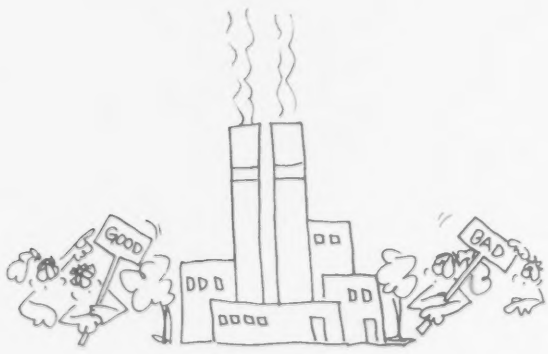
In debate, **opinion counts for nothing**. You can have an opinion about anything under the sun but no one will take it seriously unless you can show that it is based on some type of evidence. Therefore, during the research stage of the debate you should look for evidence that supports your case and evidence which would tend to weaken the other side's case.

Formal debates follow rigid and complex rules. Most high school students are more at ease with an informal debate.

In an informal debate, each team makes an opening statement. Usually the affirmative team speaks first. In the opening statement the teams each present their strongest arguments in favour of their case. The opening statement is usually 10 minutes long. One team member can present the argument for his/her team or all team members can speak depending upon the rules that your class sets for itself. In an opening statement, the teams state their case but they don't attempt to discredit or counter the opposing team's arguments. Next, each team is allowed a few minutes to prepare its rebuttal. In the rebuttal, each team responds to the opening statement made by the other team. They can attack the other team's evidence or introduce new information in an attempt to counter the other team's argument.

There is usually a judge or a panel of judges in a debate. The judges make their decision on the basis of:
- the strengths and weaknesses of the arguments.
- errors in evidence or reasoning by either team (remember opinion is worthless, all arguments must be supported by evidence).
- the effectiveness of the delivery.

Ideally, at the end of a debate the judges will formally evaluate each team, pointing out both strengths and weaknesses for the benefit of observers as well as team members.



5. COOPERATIVE ENTREPRENEURSHIP

For the Teacher

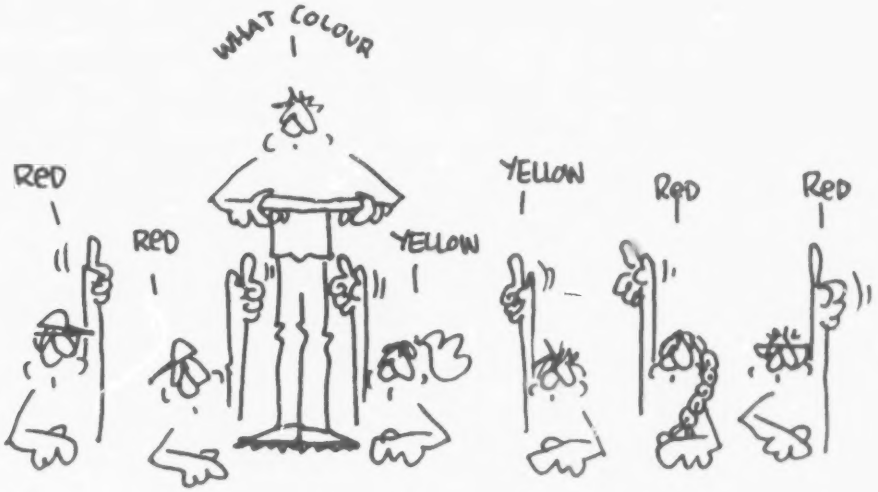
In the traditional model of entrepreneurship the business/venture is owned by a single individual, a partnership or the shareholders in a corporation. The owners of the business often hire other people to work in the business and pay them a salary. The owners make all major decisions and expect the workers to carry out these decisions. The profits from the business go to the owners; workers usually receive only their salaries.

In recent years, however, a new type of entrepreneurship has developed - cooperative entrepreneurship. Because the workers own and operate these types of businesses they are sometimes called worker cooperatives. Worker cooperatives are organized on the democratic principle of one vote for each worker-owner regardless of the amount of money he or she invests in the business. In a worker cooperative, only those who work in the business have a vote. Outsiders can invest in the business, but do not have a vote.

Worker cooperatives hold regular meetings to make decisions about their business. The frequency of meetings varies among cooperatives, but many hold general meetings once a week, every two weeks, or once a month. At the meetings, worker-owners bring up a range of issues ranging from "who takes out the garbage" to "how will the money left over after all expenses have been paid be used". Members can suggest ideas for new products or services and new ways to organize their work. Complaints are aired.

An issue such as what to do with extra money can generate many opinions. Some members might suggest splitting the money equally among the members, some may want to give it to a cause such as the peace movement, others may want to buy new equipment for the business, and still others may want to start a coop dental plan. Deciding what to do with the extra money can involve lengthy discussion and the final solution might be to use the money for more than one purpose. The important point is that all members are encouraged to voice their opinions freely. The final decision is usually made by a vote.

The members in a worker cooperative will have varying degrees of enthusiasm, experience, knowledge, and skill. It is an opportunity for members to contribute to each other's growth and attainment of new skills. The workers learn to work cooperatively and to exercise their right to participate in decisions affecting their workplace. The challenge is to create a business which is democratically controlled and meets the needs of the worker-owners.



Adapted from *Cooperative Entrepreneurship: A Case Study on Worker Ownership*. Canadian Co-operative Association, Ottawa, n. d. Used with permission.

ACTIVITY #1

DIFFERENT TYPES OF OWNERSHIP

Objectives:

Students will be able to:

1. Identify the advantages and disadvantages of three different business ownership types.
2. State what they personally would like and dislike about working in a worker cooperative.

Time:

One-half class period.

Procedure:

Divide students into groups of two or three. Have each group identify and list some advantages and disadvantages of being each of the following:
- a worker in a traditional model of ownership (one owner and several workers).
- an owner in a traditional model of ownership.
- a worker-owner in a worker cooperative.

Give students about 10 minutes for this task, then ask several volunteers to share their lists with the class. Compile a class list of the advantages and disadvantages of each of these three situations.

Next ask students to work individually. Have each student write a short paragraph describing what she or he personally would like and dislike about working in a worker cooperative.

Evaluation:

In order to assess whether Objective #1 has been achieved examine the class list of advantages and disadvantages. Do students realize that the same work situation might appear quite different depending upon whether one is a worker or an owner? Do students realize that in a worker cooperative the worker-owners have the problems and the satisfactions of both owners and workers? Objective #2 is best assessed through student self-evaluation.

ACTIVITY #2

MAKING DECISIONS

Objectives:

Students will be able to:

1. Identify at least four techniques which are commonly used to make decisions in a worker cooperative.
2. Contrast the decision-making process in a worker cooperative with the process in a traditionally owned business.

Teacher Preparation:

Duplicate a class set of the handout, "Making Decisions in a Worker Cooperative".

Time:

One class period.

Procedure:

Remind students that in most worker-cooperatives, everyone is equal and participates equally in decision-making. There are no bosses to give orders as there are in a traditional business. Therefore, the worker-owners must find other ways to make decisions. Ask students for suggestions as to what these other ways might be and write them on the board. Use guided questioning if necessary to assist students to identify the following ways of making decisions:

- compromise (each side in an issue giving up a little);
- consensus (talking over and revising plans until all members are satisfied);
- voting (the minority in a vote are expected to carry out the wishes of the majority);
- peer-pressure (pressuring members to change their minds or to behave in a certain way).

Divide students into groups of four to six. Tell each group to imagine that they are the worker-owners of a cooperatively owned grocery store. The store is a medium-sized independent business; that is, it's not affiliated with Safeway or any other large chain.

Distribute the handout, "Making Decisions in a Worker Cooperative". It describes four problem situations which might arise in a worker-cooperative. Have each group select one situation and role-play how they would make a decision and thus resolve the problem.

After students have completed their role-plays ask each group to identify the method they used to make a decision. List these on the board as they are mentioned.

Finally ask students how those decisions might have been made in a traditional business where the owners or their representatives make all the decisions. How is decision-making different in an owner-cooperative than in a traditional business?

Evaluation:

To assess whether Objective #1 has been achieved, consider the list compiled by students of the techniques used to make decisions in a worker-cooperative. Do students realize that no one person has any more power than any other in the decision-making process and that in this situation interpersonal skills such as compromise and negotiation become important? To assess whether Objective #2 has been achieved consider student's comparison of decision-making in a worker-cooperative with the decision-making in a traditional business. Do students realize that in a traditional business the owners (or their representatives) make all major decisions which workers are expected to carry out, but that in a worker-cooperative the members must cooperate to both make decisions and carry them out?

STUDENT HANDOUT:
MAKING DECISIONS

To accompany Activity #2, "Making Decisions".

Work in groups of four to six. Imagine that you are the worker-owners of a cooperatively-owned grocery store. Choose one of the situations below and role-play how you would make a decision and solve the problem.

1. The business has made more money than it needs to pay its expenses this year. Some members want to pay themselves large bonuses. Others want to use the money to buy a walk-in meat cooler and some new shelving. Still others feel that the money should be put in a savings account in case business isn't so good next year.

2. The business has failed to make enough money to meet its expenses this year. In fact, at the end of the year there isn't enough money to pay some suppliers. Some members feel that the business should take out a bank loan. Others feel that they should all take a salary cut. Still others feel that they should eliminate some of the low-profit items from the store's inventory

3. One member isn't doing his share. He's late for work most days and sometimes leaves in mid-afternoon without telling anybody. When the other members compalin, he says, "So what, you can't fire me. I own part of this business." Some members think that his salary should be reduced. Others want to try to buy out his shares, still others feel that he'll eventually change his ways if subjected to enough criticism and disapproval from the group.

4. The store is open Monday to Saturday 9:00 a.m. to 9:00 p.m. and from 12:00 noon to 6:00 p.m. on Sunday. Nobody wants to work on Friday or Saturday nights. Solutions which have been proposed to this problem include:
   - closing the store on Friday and Saturday nights.
   - hiring non-member employees to work on these nights.
   - setting up a rotating shift schedule so that each member would work one Friday or Saturday night per month.
   - paying more to members who are willing to work these nights

6. SOCIAL RESPONSIBILITY AND BUSINESS

For the Teacher

When we look beyond our individual interests and attend to the well-being of our society, we are being socially responsible. Underlying any form of social responsibility is a basic concern for others. It is hard to step back and see how our actions affect society as a whole. Most of us are caught up in earning our day-to-day livelihood. But there is always the question - who will take responsibility for social progress?

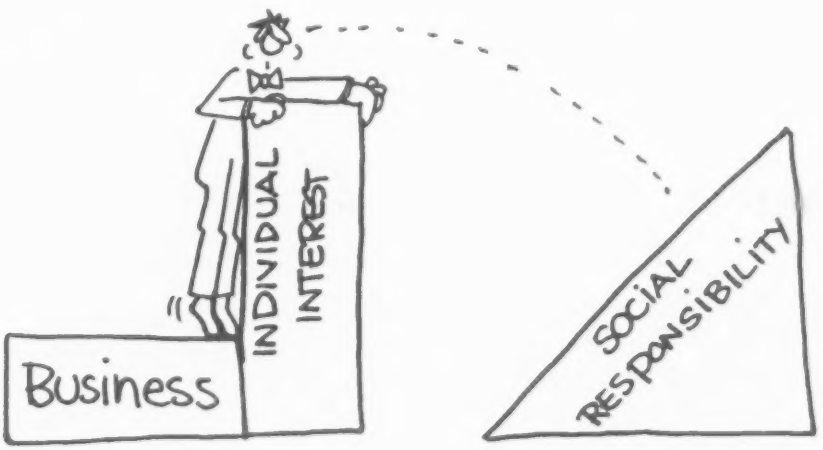
Businesses, as well as individuals, have an obligation to behave in a socially responsible manner. Businesses can show responsibility toward workers, consumers, the environment and the larger world.

Businesses with a sense of social responsibility toward workers maintain a safe working environment, they pay adequate wages, and treat workers in a dignified, professional manner. They observe all regulations relating to vacation and sick leave, holiday pay, etc.

A sense of responsibility toward consumers can be demonstrated by producing high quality, safe products and by selling these products at reasonable prices.

Businesses with a sense of responsibility to the environment don't pollute the air, land or water. They create and sell products that are environmentally friendly.

Finally, social responsibility on a global scale can be shown by avoiding investment in countries such as South Africa which violate the civil rights of large groups of people. Some businesses locate their factories in countries such as Mexico or Taiwan because labour costs are lower. While socially responsible businesses may rely on the labour forces of these countries (and thus provide needed jobs), they pay decent wages, provide safe working conditions and offer appropriate employee benefits.



ACTIVITY #1

WHAT'S RIGHT - WHAT'S WRONG

Objective:

Students will be able to:

1. Select examples from the real world in which businesses behave responsibly and irresponsibly toward workers, consumers, the environment and the larger world.
2. Prepare a set of guidelines for socially responsible businesses.

Teacher Preparation:

Have students bring a supply of recent newspapers and magazines from home.

Time:

One-half class period.

Procedure:

Discuss the concept of social responsibility and business with students. Explain that businesses can act responsibly or irresponsibly toward workers, consumers, the environment and the larger world. Make eight bulletin boards or posters - one for responsible and one for irresponsible behaviour in each of the four areas outlined above. Have students look through newspapers and news magazines (such as Maclean's and Time) for stories about businesses that are behaving either responsibly or irresponsibly. Have students put the news clippings on the appropriate bulletin board or poster.

Next, divide students into groups of two to four. Have each group prepare a set of guidelines for social responsibility in business. At the end of the activity have students share the guidelines they prepare with the end of the class.

Evaluation:

In order to assess whether Objective #1 has been achieved, examine the news clippings selected and categorized by students. Do they illustrate either responsible or irresponsible behaviour in regard to workers, consumers, the environment or the larger world? To assess Objective #2 examine the guidelines prepared by students. Do they indicate that students understand the concept of social responsibility?

Additional Activities:

1. Have students identify a local business that has a good record for social responsibility and write a profile of the business. The Body Shop is one such business. Students can get information for their profile by interviewing the business owner or manager, by writing to the business' head office (if there is one), by reading newspaper and magazine clippings about the business, and by talking to people in the community who are customers of the business.
2. Invite a businessperson into the class to discuss ethics in business in terms of his or her business responsibilities to:
   - employees
   - consumers
   - society

7. CHOICES AND CHALLENGES

For the Teacher

Entrepreneurs contribute to society in a number of ways. When they recognize what people want or need and provide it, they are both **responding** to consumer demand and creating new products and services. Because small businesses tend to be more in touch with their customers and because they often have greater flexibility than do big corporations, they sometimes are able to provide alternatives to the goods and services offered by large corporations, for example, products which show greater respect for the environment.

Entrepreneurs, because they are competing with each other (and sometimes with large corporations), help keep prices down and quality up. People won't buy products that are too expensive or poorly made. They won't use a service if the person offering the service does a poor job. The suppliers of these products and services will eventually go out of business.

In addition, entrepreneurs create jobs and, by participating in the economic life of the area in which they are located, contribute to economic growth.

ACTIVITY #1

ENTREPRENEURS' CONTRIBUTIONS

Objectives:

Students will be able to:

1. Explain how entrepreneurs and small business make a significant contribution to the community.

Teacher Preparation:

Ensure that students have access to community resources. Make a class set of the handout, "The Profile of an Entrepreneur".

Time:

One-quarter class period.

Procedure:

Earlier in this chapter students interviewed entrepreneurs. Among the questions asked were:
- What product or service do you provide?
- How many jobs do you create? (Each entrepreneur creates at least one job - his or her own.)
- How much money does your business contribute to the community by paying salaries, rent, utilities, business licences and taxes, etc.?

This information can be used to show how entrepreneurs and small businesspeople contribute to the economy and provide needed services and products.
Put three headings on the board:
- Product/Service
- Jobs Created
- Financial Contribution

Ask each student to report about the entrepreneur s/he interviewed and record the information under the appropriate heading. After all students have reported, total the "jobs created" and "financial contribution" columns. These totals represent just a small portion of the contribution made by small business and entrepreneurs in your community.

Evaluation:

Observe students as they report upon the entrepreneurs they interviewed. Do their lists show that entrepreneurs contribute to the economic health of the community?

ACTIVITY #2

A PROFILE OF AN ENTREPRENEUR

Objectives:

Students will be able to:

1. Write an accurate profile of an entrepreneur in their community.
2. Identify and summarize the contributions made by this person and her/his venture to society.

Teacher Preparation:

Make a class set of the handout, "The Profile of an Entrepreneur".

Time:

One class period.

Procedure:

As one of the first activities in this chapter, students interviewed an entrepreneur. The information from this interview was used in several activities throughout the unit. As a concluding activity, have students write a profile of the person they interviewed and of her/his business. The profile should:

Describe the person:
- his/her reasons for becoming an entrepreneur
- the kinds of personality characteristics this person has that makes her/him successful as an entrepreneur
- the kinds of skills and abilities this person has which are useful in the venture
- how the person got her/his idea for the venture
- the individual's feelings about being an entrepreneur (satisfactions, frustrations)

Describe the product/service:
- the need that the product/service meets
- the customers
- the marketing strategy
- the way that the product/service is produced or provided

Describe the contributions that this entrepreneur makes to society
- needed products or service
- job creation
- financial contribution
- public service

The information which should be in the profile appears on the handout, "The Profile of an Entrepreneur".Evaluation:

To determine whether Objective #1 has been achieved, examine student's essays. Is the entrepreneur described in detail? Does the description appear realistic and accurate? To assess whether Objective #2 has been achieved, examine the last section of the essay in which the contribution made by the entrepreneur is described. Does the student recognize that each small business contributes in some way to society?

Additional Activities:

1. If desired, this activity can be used as a way of teaching the use of direct quotations in essays. During the interview, students should make careful notes to ensure that their subject's words are recorded correctly or use a tape recorder.
2. Instead of writing essays, students can write their profiles in a journalistic style (similar to Maclean's, with lots of quotes and a breezy writing style). These profiles can then be used to produce a school magazine on the topic of community entrepreneurs.

STUDENT HANDOUT:

THE PROFILE OF AN ENTREPRENEUR

To accompany Activity #2, "The Profile of an Entrepreneur"

Interview an entrepreneur and write a profile of that person and his/her venture. The profile should include:

A description of the person:
- his/her reasons for becoming an entrepreneur
- the kinds of personality characteristics this person has that makes her/him successful as an entrepreneur
- the kinds of skills and abilities this person has which are useful in the venture
- how the person got her/his idea for the venture
- the individual's feelings about being an entrepreneur (satisfactions, frustrations)

A description of the product/service:
- the need that the product/service meets
- the customers
- the marketing strategy
- the way that the product/service is produced or provided

A description of the contributions that this entrepreneur makes to society
- needed products or service
- job creation
- financial contributions
- public service

GETTING A JOB

Introduction

Every year there are hundreds of thousands of job openings across Canada. The great majority of them are never advertised. They are filled through the employer's personal contacts, by people already in the company or by people who just happen to be in the right place at the right time.

A job search, then, involves more than just answering newspaper advertisements or sending resumes at random to names in the phone book. It involves a carefully thought-out strategy, making contacts and being persistent. Most of all, it involves time and energy - working at the job search with the same energy and enthusiasm that would be devoted to a job.

Purpose

The purpose of this chapter is to equip students with the information and skills they need to get a job.

Scope

This chapter, "Getting A Job", covers four topics. They are:

1. Writing A Resume
2. The Job Search
3. Putting Your Best Foot Forward - The Job Interview
4. Choices and Challenges

1. WRITING A RESUME

For the Teacher

Employers often form their first impressions of job-seekers from the resumes they receive. Employers look at resumes and decide which job-seekers will be interviewed and which will be rejected outright. That's why having a good resume is so important.

The covering letter which accompanies the resume is also important. It should grab the employer's attention and make him/her want to read the resume. Covering letters can be used to point out skills or experience which make the job-seeker particularly appropriate for the job, or to convince the employer to interview the job seeker.

ACTIVITY #1

PREPARING YOUR RESUME

Objectives:

Students will be able to:

1. Prepare their own resumes.

Teacher Preparation:

Duplicate class sets of the handouts "Tips for Preparing Your Resume", "Things to Include in a Resume", and "Resume for Brendon Jones".

Time.

One class period.

Procedure:

Explain the purpose of a resume to students. A resume is the first contact with a prospective employer. It is an advertisement of an individual's skills, abilities, experience and potential. For these reasons, it is very important that a resume present all of the relevant information about you and that it be attractive and well written.

Distribute the handouts "Things to Include in a Resume", and "Resume for Brendon Jones". Review the items which should be included in a resume, referring to Brendon Jones' resume (Brendon is a high school student) for illustration. Distribute the handout "Tips for Preparing Your Resume" and have students read it individually.

Then have students prepare their own resumes. Be sure that students realize that even if they have never had a full-time or part-time job, they have marketable skills learned at home. Examples of such skills include driving a car, truck or tractor; sewing; gardening; fluency in another language; or working with animals. Emphasize that a resume is a way of advertising yourself and putting your best foot forward.

Encourage students to type their resumes on a typewriter or word processor either at school or at home.

Evaluation:

Examine students' resumes. Are they positive and informative? Are they free of grammar and spelling errors? Are they visually attractive?

The purpose of this activity is to help students write effective resumes. If students' resumes are weak in some areas, review the resumes with the students and ask them to make any revisions which may be necessary. Continue this process until the resume is in a format that would be acceptable to a prospective employer.

Additional Activities:

In many communities there are commercial firms that will prepare resumes for a fee. Have students investigate one or more such firms.

They should:
- find out the fee charged for preparing a resume.
- obtain copies of sample resumes. Compare these resumes to the ones they prepared. What are the strengths and weaknesses of each?

Throughout this activity it is important to emphasize that resumes prepared by a commercial firm may not be better than resumes individuals have prepared for themselves. Students should be prepared to critically evaluate the services provided by these commercial firms.

STUDENT HANDOUT:

THINGS TO INCLUDE IN A RESUME

To accompany Activity #1, "Preparing Your Resume"

Name:

Address:

Telephone number:

Education:
Give dates, name of schools attended and special subjects.

Experience:
Describe in detail your most recent job and earlier ones. What you did on a job is important - not merely the titles of the positions you have held. This is when you should impress upon the employer why your past experience fits you for the job you want with the company.

Special Skills and Accomplishments:
List all your skills - driving a motor vehicle, typing, shorthand, operating business machines or other equipment, fluency in languages, working with people, babysitting, awards, etc.

Part-Time or Volunteer Work:
If you are a recent graduate or are still in school, you may have no record of full-time employment. If volunteer, part-time or summer employment is the only experience you have had, it can be used on your resume to the same advantage as a paid or full-time job.

Other Activities or Hobbies:
A new graduate should mention scholastic achievements, school offices held and hobbies, clubs or other outside interests that will help the employer get a good picture of you.

References:
List several people who know you well enough to recommend you. It is a good idea to include both business and character references. You should check with individuals before using their names as references.

Source: *Guide for the job hunter*. (1984). Employment and Immigration Canada. Used with permission.

STUDENT HANDOUT:

RESUME FOR BRENDON JONES - SAMPLE RESUME FOR A HIGH SCHOOL STUDENT

To accompany Activity #1, "Preparing Your Resume"

BRENDON JONES
27 4714 - 5O STREET
MEDICINE HAT, ALBERTA
CANADA T1B 2C3
TELEPHONE: 555-4321

CAPABILITIES:

Able to follow instructions, learn quickly, and work with others to get a job done.

EDUCATION:

Western High School, Medicine Hat, Alberta
1989 - Present (completed grade 11 in June).

WORK EXPERIENCE:

Summers
1989-90
Junior Forest Ranger, Alberta Department of Forestry, Edson
- Cleared bush, planted trees, cut firewood, built walk bridges, developed campsites.
- Supervised ten workers during second summer.

Winters
(Part-time) 1988-90
Stock clerk and food packer, Bateman's IGA Ltd.,
752 Main Street, Medicine Hat, T0J 5A0
- Unpacked dry goods and fresh produce, packed grocery bags, cleaned up food spills.
- Had a reputation for being helpful and positive.

1986-88
Newspaper carrier, The Medicine Hat News, 34 West Crescent, Medicine Hat, T0K 5B6
- Delivered papers, collected accounts, kept records.
- Considered dependable and reliable.
- Increased number of subscribers by 15%.

INTERESTS AND ACTIVITIES:

Present:
- Skiing, soccer, backpacking, canoeing, swimming, and coaching of Bantam Community Hockey League.
- Member of Junior Forest Wardens of Alberta (2 years), Club Scout leader (3 years), played community hockey (3 years).

RECOGNITIONS AND AWARDS

- Red Cross Lifesaving II Award
- Most Sportsman-like Player 1984 - Community Hockey League

REFERENCES:

Mr. Leonard Samuels, Forest Technician
Alberta Forest Service
Fort McMurray, Alberta
Telephone: 555-5553

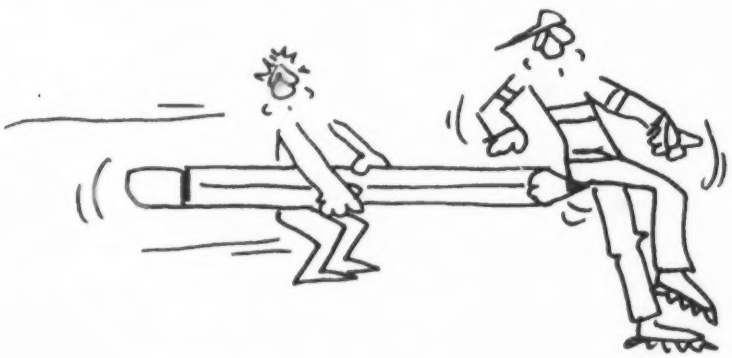
Ms. Ariana Jaspers, Work Experience Coordinator
Western High School, Medicine Hat
Telephone: 555-9876

STUDENT HANDOUT:

TIPS FOR PREPARING YOUR RESUME

To accompany Activity #1, "Preparing Your Resume"

1. Adapt your resume to the information you've gathered about the employer and the job you want. Make your resume show you as the answer to the employer's needs.
2. Use action words which vividly bring your resume to life. Avoid the pronoun "I", and inexpressive words such as "I was responsible for...", or "My duties involved...".
3. Emphasize your accomplishments and achievements.
4. Keep it simple and clear - one page, two pages at most.
5. Be truthful. Don't exaggerate or misrepresent yourself. Overblown statements like "I ran the entire organization single-handedly" threaten your credibility. Employers check information, so be accurate.
6. Don't mention salary. Salary negotiations should come after you've been offered the job.
7. Edit, edit, edit. Then go back and edit some more. Avoid rambling sentences and long paragraphs. Use the minimum number of words and phrases but avoid abbrevia tions. Break up the material by using point form.
8. Be neat and make sure there are no errors in spelling, punctuation or typing. Mistakes at this point can cost you the job.
9. Looks are important. The resume should be typed with plenty of white space and wide margins to create a clean, professional impression. Since columns are easy to read, place headings on the left side of the page, and the details relating to them on the right side.
10. Don't sign or date the resume.
11. Have someone read your resume before completing the final copy. Objective readers can make suggestions for improvements. If they yawn or appear confused, go back to square one and do it over again.
12. Always send a covering letter with a resume.
13. Always send an original of your resume. Don't send a photocopy.
14. Keep copies of resumes on file for future reference. Once you have a job, update your resume on a regular basis so you don't forget important information.



Adapted from: *Job-Seekers' handbook*, (1986) Alberta Career Development and Employment. Used with permission.

ACTIVITY #2

WRITING A COVERING LETTER

Objectives:

Students will be able to:

1. Write a covering letter to accompany their resume when applying for a specific job.

Teacher Preparation:

Duplicate class sets of the handouts "Tips for Writing Covering Letters" and "Sample Covering Letter".

Time:

One class period.

Procedure:

Explain to students that a covering letter should accompany application forms and resumes sent to employers. Write the following points on the board as they are discussed in class. Covering letters should:
- grab the employer's attention and keep it,
- appeal to the employer's interests and needs,
- highlight your skills, experience and accomplishments,
- provide information that is relevant to the specific job you are seeking, and
- convince the employer you should be interviewed.

A different covering letter should be written for each potential employer. The letter should be tailored to the specific job requirements. Distribute the handouts to students. Use the handouts "Tips for Writing Covering Letters", and "Sample Covering Letter" to illustrate major points concerning preparation of a covering letter.

Have each student think of two or three jobs that s/he might actually apply for. Some possibilities include:
- staff person in a fast-food restaurant
- clerk in a store
- baby-sitter or child-care worker
- usher in a theatre
- worker in a feedlot or other farm operation

Then have the students write covering letters which might be included with their resume if they were applying for each job.

Evaluation:

Examine students' covering letters. Are they specific to each job situation? Do they highlight the student's skills, experiences and accomplishments? Are they neat and free of spelling and grammatical errors? This activity, like the one that preceded it is intended to be developmental. If students' letters are weak in some areas, provide suggestions for improvement and ask student to rewrite their letters until they reach a standard that would be acceptable to an employer.

Portions of this activity have been adapted from *Job-Seekers' handbook*. (1986). Alberta Career Development and Employment. Used with permission.

STUDENT HANDOUT:

TIPS FOR WRITING COVERING LETTERS

To accompany Activity #2, "Writing a Covering Letter"

1. Use a short, typewritten, standard business-style letter. Make it brief and to the point, one page maximum.
2. State the position for which you are applying.
3. Link yourself to the employer by naming your referral if possible. (Joe Davis, your Manager of Customer Service, suggested I write you.) Show your awareness of the types of things the company is doing and wants to achieve.
4. Use simple and direct language. Let your letter reflect your personality, but avoid appearing too pushy, overbearing, familiar or humorous. It's probably the first sample of your work the prospective employer will see and, from it, form an opinion about your attitudes and abilities.
5. Letters must be original and personally slanted to show how your skills relate to that particular employer's needs. Don't use photocopies.
6. Stress how the employer will benefit from hiring you, yet give the idea you'll learn a great deal by becoming a part of the organization. It's important to anticipate the reader's questions and to give the answers. Don't make it hard to see where you would fit in. Make the vital connection between you, and the job you're applying for.
7. In closing, mention you're available immediately to discuss opportunities, and to meet at the employer's convenience.
8. Check the letter carefully for spelling, punctuation, grammar, or typing errors. Then check it again.

Source: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

STUDENT HANDOUT:
SAMPLE COVERING LETTER

To accompany Activity #2, "Writing a Covering Letter"

1422 - 65 Avenue
St. Paul, Alberta
T0A 3A0
November 24, 1990

Hire-A-Student
Resource Section
Alberta Career Development and Employment
203, 10363 - 108 Street
Edmonton, Alberta
T5J 1L8

Dear Hire-A-Student Committee:
Re: Job Search '91: Team Leader Position

I have always been aware of and impressed with the high profile that Hire-A-Student plays in our community each year. I would very much like to be a part of your program.

As President of my High School Students' Council, I organized and chaired meetings, supervised sub-committees and administered budgets. As a camp counsellor, I worked extensively with young people for a summer, and found that I am able to relate to them in a very positive way. Public speaking and interpersonal skills have been the major thrust of these past positions which have helped me be an effective team leader.

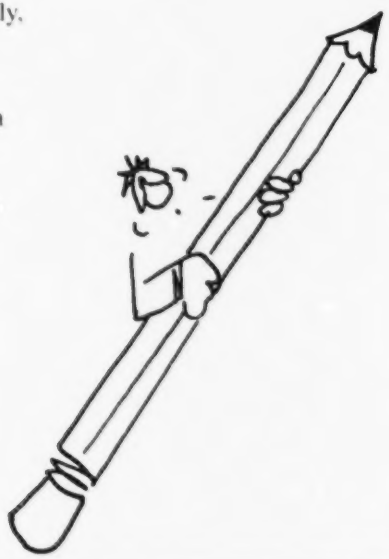
My personal experiences with job hunting have made me very aware of the importance of learning effective job search techniques. Having been raised in St. Paul, I have a sound knowledge of the area, and the opportunities it has to offer.

I sincerely hope that I may have the opportunity to discuss further with you my suitability for this position. Thank you for considering my application. I look forward to hearing from you.

Yours truly,

Leo Chen

Encl



105

Adapted from: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

2. THE JOB SEARCH

For the Teacher

Looking for a job is more than just checking for ads in newspapers and submitting resumes. Job seekers who use personal contacts and who knock on doors have greater success in finding a job than do people who limit themselves to advertised jobs. Looking for a job is serious business. Job seekers should approach their search as they would a job - mapping out a systematic strategy and spending six to eight hours per day on their search.

Many employers require applicants to fill out application forms in addition to leaving a resume. Being able to complete an application form accurately and neatly contributes to a job seeker's success.

ACTIVITY #1

THE JOB SEARCH

Objectives:

Students will be able to:

1. Map out a personal job search.

Teacher Preparation:

Duplicate a class set of the handout "The Job Search". Ask students to bring the classified ads sections of several newspapers to class.

Time:

One class period. One-half hour out-of-class time (optional).

Procedure:

Explain to students that people find jobs in lots of different ways. The people who use more than one approach during their job search are the most likely to find a job.

Distribute the handout "The Job Search" and review it with the class. Then have each student map out a personal job strategy. Students should imagine that they are looking for a summer or part-time job. They should write a description of the kinds of jobs they are seeking on the top of a sheet of paper.

Then they should:

- check the job ads in the local newspaper. Cut out three ads they might apply for and glue these ads to their paper.
- write down the names and addresses of three employers that they might contact in person to ask about employment.
- go to the local Canada Employment Centre or Canada Employment Centre for Students and look at the job openings posted. Write down the details of three jobs they might apply for (optional).
- check the telephone book and write down the names and addresses of three companies that they might approach about employment.
- write down the names of three people that they could tell about their job search. These people don't have to be potential employers. They can be friends, relatives or neighbours.
- write down any other strategies they might use to search for a job. For example, placing a job wanted ad in the newspaper or the local community cable TV channel.

Evaluation:

Examine students' job search strategies. Have students included all possible methods of searching for a job in their strategies?

Additional Activities:

Some community colleges or similar agencies organize job finding clubs or job search workshops. If such services exist in your community have students research them or invite a representative from one of these services to speak to the class.

STUDENT HANDOUT:

THE JOB SEARCH

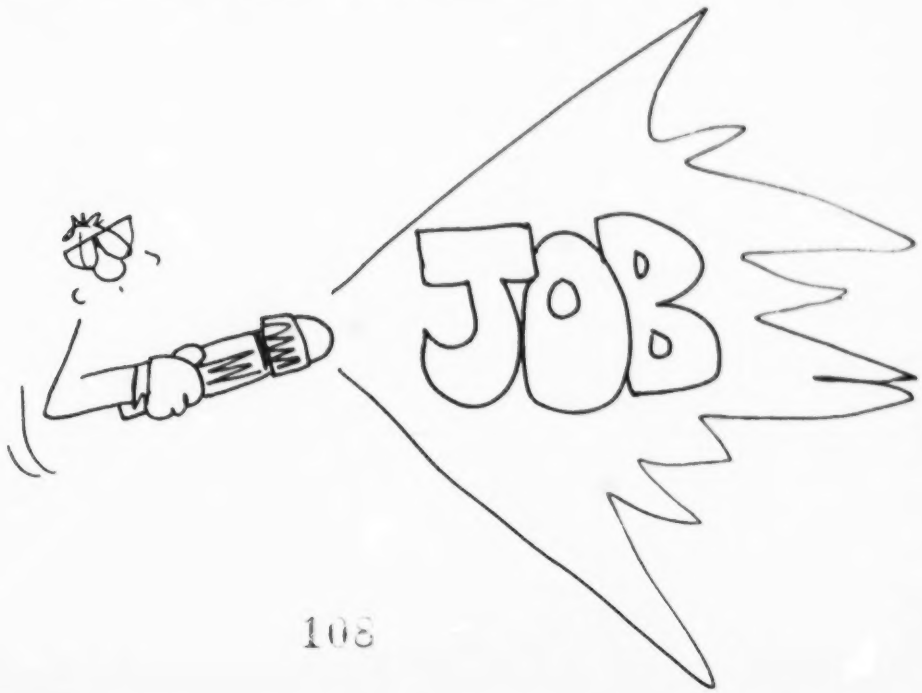
To accompany Activity #1, "The Job Search"

After you have identified the field that you would like to work in and prepared your resume, the next step is the job search. Treat the job search as seriously as you would a job. Spend six to eight hours per day knocking on doors, phoning potential employers and reviewing advertisements.

People who use more than one strategy during their job search have a better chance of getting a job than do people who rely on only one technique. People who are looking for a job shouldn't rely solely on the "careers" or classified advertising sections of newspapers. Only 20% to 25% of employers ever advertise job openings. Most information about job openings is spread by word-of-mouth.

When you are looking for a job, you can:

- Check advertisements. Start with the "career" and classified ad section of the newspaper. Look in specialized or professional publications of a particular field. Look at job postings on community notice-boards and in union offices, places of business and government offices.
- Talk to employers. Regardless of whether a job is advertised, phone potential employers and ask for an appointment. When you meet them ask for information about job openings and explain your qualifications. If you're looking for a job in retail sales or food services a phone call may not be necessary - just knock on the door and say that you're interested in a job
- Check employment agencies. Canada Employment Centres provide a job placement service to both employers and job seekers, and sometimes offer special services to students. The federal government and most provincial governments have a Public Service Commission which hires for many government jobs.
- Check the telephone book. All the companies in a particular field will be listed in the Yellow Pages. This makes door-knocking much easier.
- Talk to people. Tell everyone you know that you are looking for a job. Friends, relatives and neighbours may know about jobs or tell others that you are looking for a job.
- Create your own job. Let people know that you're available to wash cars, do farm work, cut grass, sew, or to do whatever else needs to be done. Put notices on bulletin boards or prepare a flyer to put in mailboxes in your neighbourhood.



ACTIVITY #2

LOOKING FOR A JOB

Objectives:

Students will be able to:

1. Role-play a job seeker who is telephoning a potential employer to ask for a job interview.
2. Role-play a job seeker who has gone to a business to ask about potential jobs.

Teacher Preparation:

Duplicate a class set of the handout, "Job Hunting Role-Plays".

Time:

One class period.

Procedure:

Explain to students that making phone calls to set up interviews and knocking on doors to ask about potential jobs should be part of every job search.

Undertaking these activities will be less intimidating if students have an opportunity to practice beforehand. Divide the class into pairs. One person should be an employer; the other should be a job seeker.

Distribute the handout "Job Hunting Role-Plays". It describes two situations which job hunters sometimes encounter. Have the pairs of students role-play each situation.

Midway through the class, students should change roles so that both get a chance to be employer and job seeker.

If students are apprehensive about what to say and do you, the teacher, might role-play both situations before students begin the activity. You can be the job seeker and a student can be the employer.

Evaluation:

Watch students as they do the role-plays. Are they polite? Do they state clearly why they have contacted the potential employer? Are they assertive but not either shy or aggressive?

Self-evaluation is also appropriate for this activity. In this case, students should videotape the role-plays and then each student can watch his/her performance and evaluate it from the perspective of an employer.

STUDENT HANDOUT:
JOB HUNTING ROLE-PLAYS

To accompany Activity #2, "Getting a Job".

Work in pairs and role-play the situations below. Be sure to change roles so that each of you gets a chance to play both an employer and a job-hunter.

1. The job seeker phones the employer, explains his/her qualifications and asks for an appointment to discuss any potential job openings. The employer can either agree to the interview or explain that there are no job openings at the present time and so there is little point in coming for an interview.

2. The job seeker goes into a fast food restaurant or retail store and asks to see the person in charge of hiring. The job seeker then explains his/her qualifications to this person and asks if any job openings are available. The employer can either explain that there are no job openings or can describe one or more job openings.

ACTIVITY #3

THE APPLICATION FORM

Objectives:

Students will be able to:

1. Accurately and neatly complete a job application form.

Teacher Preparation:

Before beginning this activity, have students visit local businesses and obtain copies of the application forms that they ask job seekers to fill out. Photocopy enough copies of each form so that each student will have three or four different application forms. (All students don't need to have the same forms.) Duplicate a class set of the handout "Tips for Completing Application Forms".

Time:

One class period.

Procedure:

Explain to students that many employers ask job seekers to fill out an application form in addition to providing a copy of their resume. It is important that application forms be completed as fully and as accurately as possible, and that they be neat and easy to read. A poorly completed or messy form makes a bad impression.

Distribute the handout "Tips for Completing Application Forms" and briefly review it with students. Then distribute three or four blank sample application forms to students and ask students to complete them. Students can work individually or in pairs.

Evaluation:

Examine students' completed forms. Are they accurate and neat? Would they be acceptable to an employer?

Additional Activities:

Have students pretend that they are employers. They can be in any kind of business that appeals to them. Have them design an application form that they would distribute to job seekers.

STUDENT HANDOUT:

TIPS FOR COMPLETING APPLICATION FORMS

To accompany Activity #3, "The Application Form"

1. **Have all the necessary information you'll need with you**: names, addresses, and start/finish dates of past employment, education and training; details of past job duties; and names and addresses of references.
2. **Obtain two copies of the form**, one for practice, the other your "good" copy. Spend as much time as you need to fill it out correctly and neatly. If possible, take it home with you.
3. **Read the instructions carefully** and answer as you're asked. If questions don't apply to you, use "N/A" or "not applicable". Answer truthfully. It's almost impossible to repair the damage if you're caught in a lie.
4. **Be specific about the type of position you are applying for**. An answer like "anything" or "whatever you have open" doesn't let the employer know what you can do.
5. **List past work experience** from most to least recent employers. Include start and finish dates, names of companies, job titles and duties, and positive results achieved on the job.
6. When listing **educational information**, include dates of attendance, names of schools, and certificates obtained. If significant to the job, include training courses taken, special awards obtained or offices and memberships held.
7. Past salaries and current salary expectations are sometimes requested. Depending on how you feel about being "pigeonholed" at a certain salary, you can either indicate a range or state you're open to negotiation.
8. If there is one, fill in the "Additional Comments" section. It's the one place on the form you can expand upon your personal skills, strengths, and reasons for being interested in the job.
9. **Don't provide copies of your marks, performance appraisals or letters of recommendation unless asked.** But, if you are an artist, writer, draftsperson, etc. take along a portfolio of your work. Some employers will ask to see samples.
10. Once completed, **check the form over**. Is all the information included accurate, neatly presented, and in the right place?

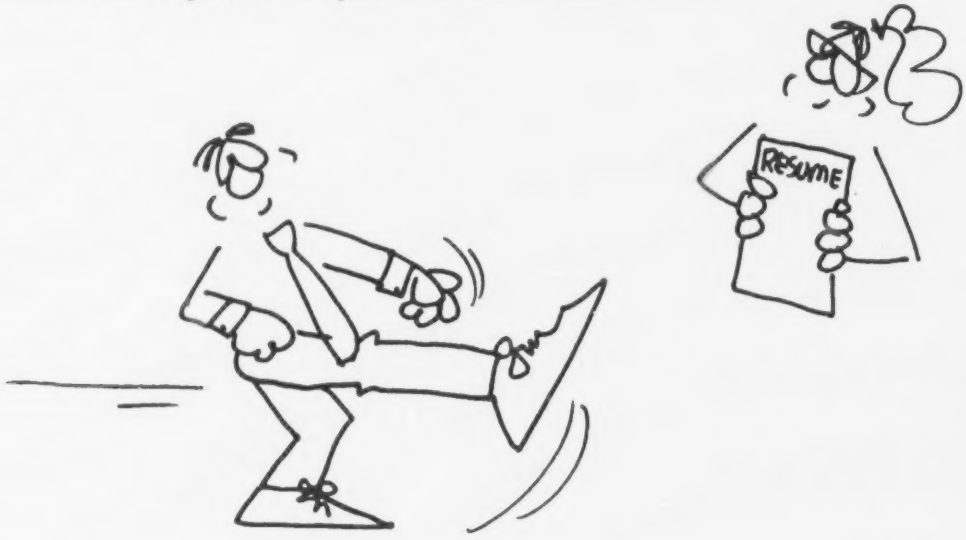
Source: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

3. PUTTING YOUR BEST FOOT FORWARD - THE JOB INTERVIEW

For the Teacher

Personal impressions play an important part in most employers' decisions about candidates for a job. During the interview the employer assesses the job seeker's job-related skills, but also assesses whether the job seeker would fit into the work environment, get along with others and make a contribution to the organization. For these reasons it is important that job seekers learn what is expected of them during a job interview and have opportunities to **practice** being interviewed.

Most job interviews have one of two results - the job seeker is offered a job or is turned down. If she or he is offered a job, the job seeker needs to ask whether this job is really the right one before accepting the offer. If the job seeker is turned down, it is important not to become discouraged, to remain positive and self-confident.



ACTIVITY #1

THE JOB INTERVIEW

Objectives:

Students will be able to:

1. Role-play a job interview.

Teacher Preparation:

Duplicate class sets of the handouts "Tips for Preparing for Interviews", "Tips for Handling Interviews" and "Some Questions Employers Ask". Invite (or have a student invite) someone who has done lots of job interviews to speak to the class.

Time:

Two class periods.

Procedure:

Invite a person who interviews a lot of job seekers to speak to the class. The speaker might be the manager of a bank, restaurant, department store, or a director of education who hires teachers.

The speaker should talk about the kinds of questions s/he asks during a job interview and the things that s/he looks for in a job candidate. Encourage the students to ask questions of the speaker.

After the speaker has left the class, distribute the handouts "Tips for Preparing for Interviews" and "Tips for Handling Interviews" and review them with students.

Then have students work in pairs. One student should be a job seeker and one an employer. Have them role-play a job interview. The job and situation can be anything upon which they both agree. The person who is playing the employer might find the handout "Some Questions Employers Ask" useful. Half-way through the class period have students switch roles so that both get a chance to be employer and job seeker.

Evaluation:

Self-evaluation is the best type of evaluation for this activity. Have students videotape their simulated job interviews and then evaluate themselves from the perspective of an employer. They should ask themselves "If I were an employer would I hire this person?"

Additional Activities:

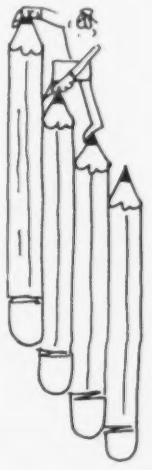
1. Have students write a comical short story, play or TV script featuring a job interview. During the interview the job seeker does absolutely everything wrong.
2. Have students pretend they are employers. Each student should write a paragraph describing the kinds of skills and abilities that s/he is looking for in a job seeker. The list can be specific to a particular job or it can be general.

STUDENT HANDOUT:

TIPS FOR PREPARING FOR INTERVIEWS

To accompany Activity #1, "The Job Interview"

1. The way you dress says a lot about you. Make sure you appear neat and dress in the manner appropriate for the job. You'll be judged on your overall appearance even before you get a chance to speak. Neatness shows you care about yourself and, it follows, you probably care about the work you do.
2. Have the full name of the company and the interviewer, and know how to pronounce them. Write down the time and address of the interview.
3. Review your resume. Be able to give, without ums...ahhs...hmms..., your training, education, background, and a brief organized history of your work experience.
4. Decide what information you want your employer to learn about you. Think of how you can take advantage of the discussion. Keep relating the conversation back to your achievements and experience.
5. Practise giving your answers to likely questions - in your mind, on paper, aloud in front of a mirror, or with a tape recorder - which ever method works best. If you want someone to evaluate how you come across, role-play with someone acting the part of an interviewer.
6. Go over the information you gathered about the company. The importance of knowing as much as possible about a job opportunity and the potential employer cannot be over-emphasized.
7. Remind yourself of additional information you want about the job. You'll have to make a decision as to whether or not the job and company really interests you if you are offered the job. So prepare questions you can ask - "why is the position vacant?", "what is the first priority of the job?", "what employee characteristics are you looking for?".
8. If you're not sure how long it will take to get from home to the interview location, make a test run. Allow extra travel time in case something unexpected happens. Arrive ten minutes early, rested and alert. It gives you a chance to look yourself over, and shows your concern for others.
9. Allow for as much time as the interview may require. For example, don't park your car at a limited time meter or make arrangements to meet someone an hour later.
10. Take only what you need, and go to the interview alone. Taking along friends or relatives may give the impression you're insecure or not capable of doing things on your own.



Source: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

STUDENT HANDOUT:

TIPS FOR HANDLING INTERVIEWS

To accompany Activity #1, "The Job Interview"

1. Be pleasant, honest, and sincere with everyone in the office. The employer often asks other staff members for their opinions.
2. Briefly outline your training, qualifications and experience.
3. Don't smoke, chew gum or drink coffee.
4. Express interest and enthusiasm. What you know from your research will show you're keen about getting the job.
5. Avoid "yes" or "no" answers. They're conversation-stoppers that don't let you share anything valuable about yourself.
6. Point out connections between your capabilities and the employer's needs that you might consider obvious. The interviewer may not have made the link (e.g. "I worked for two summers in the accounting department at Arrow Construction, so this should shorten the length of time you'll need to spend training me.")
7. Don't hesitate to ask for clarification on a poorly-phrased or puzzling question. It's unwise to answer a question you don't understand. And it's best to respond "I don't know" if you don't have the answer.
8. If asked something you're not prepared for, request time for a moment to think about it, and then give a response.
9. Avoid mentioning how much you need the job. By applying, you've indicated to the employer that you want the job. What interests the employer now, is what you can do for the company.
10. Ask questions. This shows that you're informed, and that you've put some thought into applying for the job. And be attentive to their answers.
11. Agree cheerfully with any requests to fill out application forms or furnish references.
12. Leave the matter or wages, hours, and benefits until after the job has been offered to you. Chances are these will be explained without your asking.
13. If you've found employers raising the same objections time and time again such as "you haven't much/any work experience", "you've always worked in the same setting", or "your health appears poor", rather than being on the defensive, explain why this would not be a problem. Any reasons employers may have for not wanting to hire you can be disproved.
14. If you get the impression the interview is not going well - don't let your discouragement show. You have nothing to lose by continuing the appearance of confidence. The last few minutes may change things. Remaining confident and determined can only make a good impression.
15. Leave promptly when the interview is over, with a good-natured courteous farewell.
16. If you don't get the job, it's appropriate to ask the reason why. This will help you in your next job interview.

Adapted from: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

STUDENT HANDOUT:
SOME QUESTIONS EMPLOYERS ASK

To accompany Activity #1, "The Job Interview"

1. Why do you think you would like to work for our company?
2. What interests you most about our product?
3. Have you had any experience in this type of work?
4. Tell me why I should hire you for this job.
5. What are your long-term career plans?
6. What do you know about our company?
7. What did you like best about your last job? What did you like least?
8. Why did you leave your last job?
9. What are your hobbies?
10. Which of your school subjects interests you most?
11. How did you spend your summer vacations?
12. Do you enjoy reading? What type of book interests you?
13. Would you be prepared to work in a branch office in another city?
14. Would you take further training if it was required for this position?
15. What do you think your special abilities are?
16. Do you prefer working with others or by yourself?
17. Do you like routine work?

Adapted from: *Guide for the job hunter*. (1984) Employment and Immigration Canada. Used with permission.

ACTIVITY #2

THE THANK YOU LETTER

Objectives:

Students will be able to:

1. Write a thank you letter to a person who interviewed them for a job.

Teacher Preparation:

Duplicate a class set of the handout "Sample Thank You Letter".

Time:

One-half class period.

Procedure:

Explain to students that after an interview it is a good idea to write a short thank you letter to the person who interviewed you. Thank you letters:

- **tell the employer that you are courteous and thoughtful**
- **set you apart from most applicants**
- **remind the employer of you in a positive way**
- **give you an opportunity to re-emphasize why you should be hired for the job or to remind the employer of your qualifications.**

The thank you letter should be written a day or two after the interview. A thank you letter appears on the handout "Sample Thank You Letter". Have students work individually. Each should write a thank you letter to a person who interviewed him or her. They can base their thank you letter on the role-play of a job interview in the previous activity if they wish.

Evaluation:

Examine students' letters. Are they polite and appreciative? Are they neat and free of spelling or grammatical errors? What impression would they give to a potential employer?

STUDENT HANDOUT:
SAMPLE THANK YOU LETTER

To accompany Activity #2, "The Thank You Letter"

740 - 4 Avenue
Lethbridge, Alberta
T1J 4J6
June 24, 1990

Mr. George Benson
Director, Drylands Nature Centre
Parks and Recreation Department
City of Lethbridge
Lethbridge, Alberta
T1J 4C7

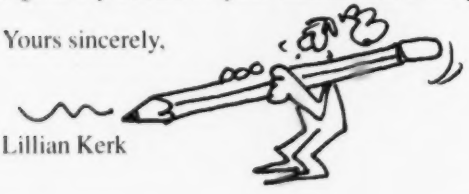
Dear Mr. Benson:

Thank you very much for our discussion today regarding your current opening. I would like to add that I often had the opportunity the help my Grade 10 and 11 biology teachers set up displays and equipment for our labs and classes. What worked for those displays would come in handy for some of the new displays that you're planning for the summer.

My experience the last two summers as a tour guide at The Pioneer Museum, and my knowledge and special interest in plants and wildlife of Alberta, would also enable me to make a positive contribution to your department.

Again, my thanks for your consideration today. It was a pleasure to meet you.

Yours sincerely,



Lillian Kerk

Source: *Job-Seekers' handbook*. (1986) Alberta Career Development and Employment. Used with permission.

ACTIVITY #3

DRESS FOR SUCCESS

Objectives:

Students will be able to:

1. Identify appropriate types of dress for interviews for various jobs.

Time:

One-half class period.

Procedure:

Explain to students that their appearance is important during a job interview. Employers expect you to be neat, clean and tidy and to be dressed appropriately for the job. Usually appropriate dress means clothing that is slightly more dressy than people who are working at that job would wear to work.
Ask the class to provide some examples of what would be appropriate clothing for a job as a:
- clerk in a high fashion boutique
- clerk in a hardware store
- clerk in a government office

Then divide the class into groups of three or four. Present the class with four or five hypothetical job situations. Some possibilities include:
- attendant at a gas station
- child-care worker at a day care
- clerk in a bank
- usher at a movie theatre

Have each group first decide on what would be appropriate dress for a male and female who is applying for the job and then draw a sketch or find a magazine illustration of a character wearing appropriate clothing.

Evaluation:

Examine students' drawings or magazine clippings. Is the clothing illustrated appropriate?

ACTIVITY #4

NOW WHAT? - AFTER THE INTERVIEW

Objectives:

Students will be able to:

1. Prepare a list of questions to ask themselves before accepting a job.
2. Prepare a list of tips for staying positive if they are turned down for a job.

Time:

One class period.

Procedure:

Tell students that each interview or job contact usually ends in one of two ways. Either you are offered a job or you receive a letter letting you know that you have not been selected for the job. Divide the class into groups of two or three. Have each group prepare a list of questions to ask themselves before accepting a job, and a list of tips for staying positive if they are turned down for a job.

Remind students that it sometimes isn't in the job seeker's best interests to jump at the first job that comes along. The work may not be right for you, hours or travelling may conflict with family responsibilities, or your instincts might tell you that you and the boss won't get along. In these cases it might be best to turn down the job.

Tell them that the majority of job interviews turn out negatively. It is often necessary to have many interviews and to put a lot of effort into a job search before you're offered a job. It's important to stay positive and to keep on trying. Being turned down for a job usually isn't a reflection of your competence or ability. It's often a case of too many job seekers and too few jobs.

At the conclusion of the activity have each group present its list to the class. If time permits, compile a class list of "questions to ask myself before accepting a job" and "tips for staying positive".

Evaluation:

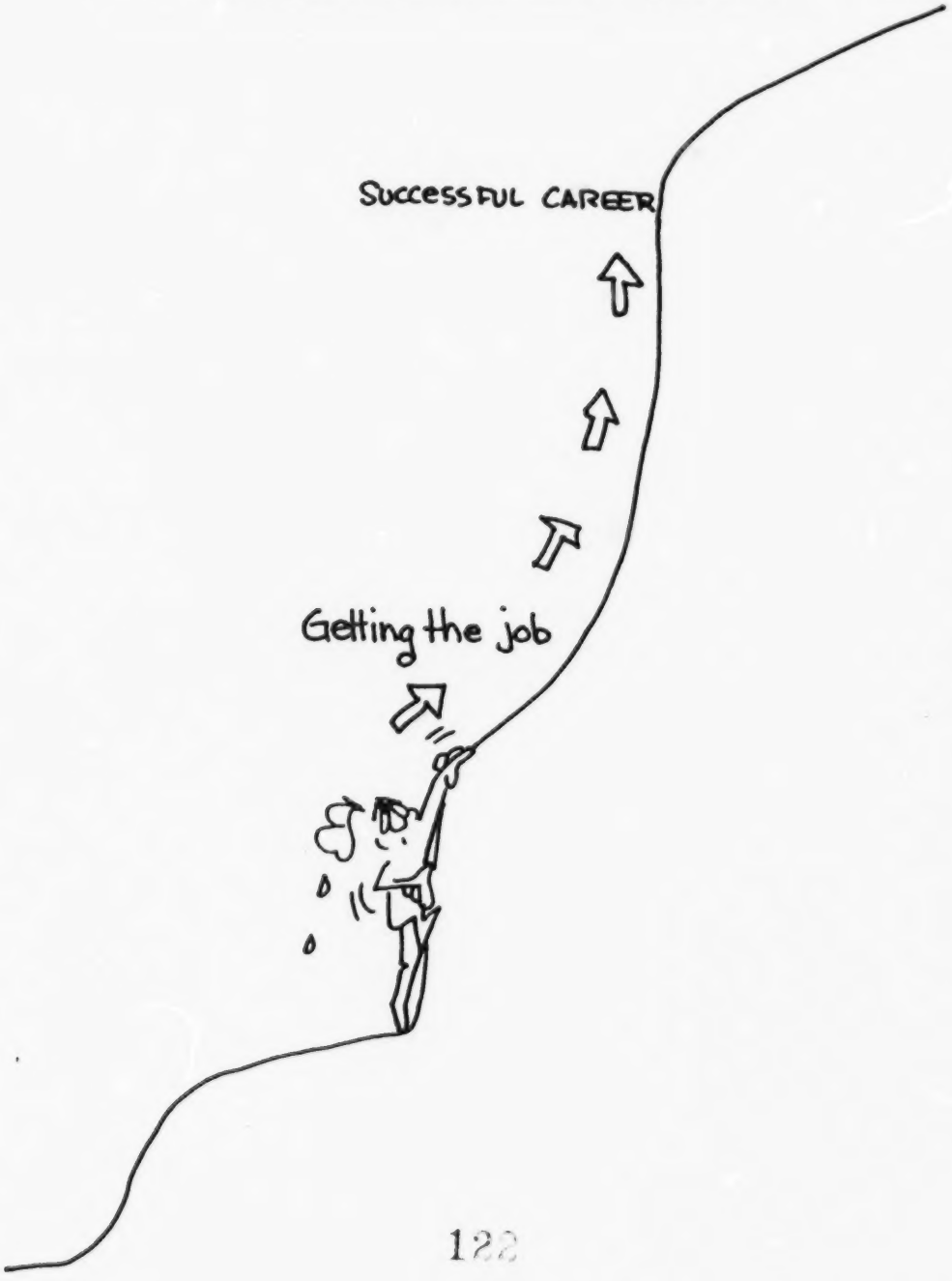
Examine students' lists. Are suggestions realistic and practical? Are suggestions appropriate?

4. CHOICES AND CHALLENGES

For the Teacher:

Getting that job is just the first step. Having a successful career means learning what the expectations of supervisors are concerning work performance, attitudes and personal behaviour. It means learning how to get along with colleagues and supervisors - how to fit in. More people lose their jobs because they cannot get along with others or because of poor attitudes and work performance than because of an inability to do the work.

Young people entering the world of work should know that just as getting a job requires a planned, deliberate effort, keeping a job and moving ahead in a particular career requires conscious planning and a considerable amount of energy and effort.



ACTIVITY #1

HOW TO KEEP THAT JOB

Objectives:

Students will be able to:

1. Compile a list of tips for keeping your job.

Time:

One class period.

Procedure:

Tell students that getting the job is just the first step. Hopefully, once they are in the job they will do satisfactory work, find the job personally enriching and feel that they are making a contribution to society.

Remind students that specific job skills are important, but that most people who are fired lose their jobs because they cannot get along with others on the job or because of poor work habits such as lateness, laziness, etc.

Divide students into groups of three or four. Have each group prepare a list of tips for keeping a job. To get students started give suggestions such as:
- be on time for work
- try to have a sense of humour
- control your emotions. Both tears and outbursts of temper are unprofessional

At the conclusion of the activity, have each group present its list to the class and compile a class list of tips for keeping your job.

Evaluation:

Examine the completed lists. Do they mention both interpersonal relations and work habits? Are they reasonably complete?

APPENDIX

LIST OF APPENDICES

Appendix #1 – Organizations

Government Departments of Consumer Affairs

Consumers' Association of Canada

Environmental Associations

Other Organizations

Appendix #2 – Working in Small Groups

Tips for Using Small Groups

Kinds of Small Groups

The Teacher's Role in Small Groups

The Student's Role in Small Groups

Characteristics of Effective Group Members

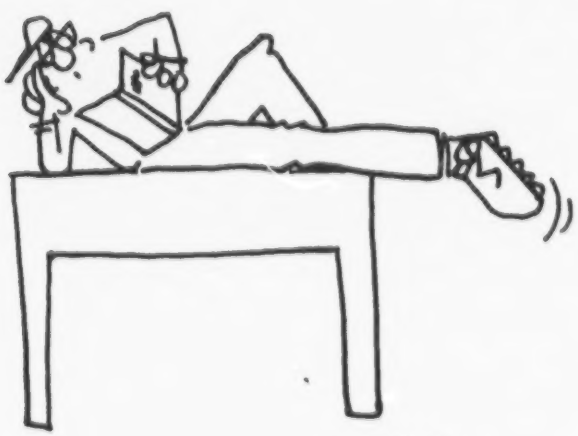
The Duties of the Group Leader

The Duties of the Participants

Advantages of Using Small Groups

Limitations of Using Small Groups

Assessing Small Group Effectiveness



APPENDIX #1 - ORGANIZATIONS

Government Department of Consumer Affairs
Contact these agencies for information about consumer legislation. Some also provide educational services and information on specific products.

Consumer and Corporate Affairs Canada
Ottawa, Ontario
K1A 0C9
(819) 997-2938

Ontario Ministry of Consumer and Commercial Relations
555 Yonge Street
Toronto, Ontario
M7A 2H6

Alberta Consumer and Corporate Affairs
10065 Jasper Avenue, Capital Square,
7th Floor
Edmonton, Alberta
T5J 3B1
(403) 427-2201

British Columbia Ministry of Consumer and Corporate Affairs
940 Blanshard Street
Victoria, British Columbia
V8W 3E6
(604) 387-6831

Manitoba Consumers' Bureau

114 Garry Street
Winnipeg, Manitoba
R3C 1G1

(204) 956-2040
(in Winnipeg)
1-800-782-0067
(in Manitoba)

New Brunswick Consumer and Corporate Affairs Branch
Department of Justice
Box 6000
Fredericton, New Brunswick
E3B 5H1
(506) 453-2659

Newfoundland Consumer Affairs Division
Department of Justice
Elizabeth Towers, Box 999
St. John's Newfoundland
A1C 5T7
(709) 737-2600

Northwest Territories Consumer Services
Department of Justice and Public Services
Government of the Northwest Territories
Yellowknife, Northwest Territories
X1A 2L9
(403) 873-7125

Nova Scotia Department of Consumer Affairs
Consumer Services Division
5151 Terminal Road, Box 998
Halifax, Nova Scotia
B3J 2X3
(902) 424-4690

Quebec Office de la Protection du Consommateur
6, rue de l'Université
Rez-de-Chaussée
Quebec, Quebec
G1B 5J8
(418) 643-1557

Saskatchewan Family Foundation
Consumer Education and Marketplace Relations Branch
1871 Smith Street
Regina, Saskatchewan
S4P 3V7
(306) 787-3938

Yukon Territory Department of Consumer and Corporate Affairs
Government of the Yukon Territory
Box 2703
Whitehorse, Yukon Territory
Y1A 2C6
(403) 667-5312

Consumers' Association of Canada
The Consumers' Association of Canada is an advocacy group for consumers. It speaks out on issues of importance to consumers. As well, it tests specific products and services and makes the results of its test available to consumers.

Consumers' Association of Canada
National Office
Box 9300
Ottawa, Ontario
K1G 3T9

Alberta Office:
304 - 10136 - 100 St.
Edmonton, Alberta
T5J 0P1

British Columbia Office:
103 - 163 West Hastings
Vancouver, British Columbia
V6B 1H5

Manitoba Office:
21 - 222 Osborne St. S.
Winnipeg, Manitoba
R3L 1Z3

Westman Office:
935 - 26th Street
Brandon, Manitoba
R7B 2B7

Newfoundland Office:
92 Old Topsail Rd.
St. Johns Newfoundland
A1E 2A8

Northwest Territories Office:
Box 995
Yellowknife, Northwest Territories
X1A 2N7

Nova Scotia Office:
Box 1867
Stellarton, Nova Scotia
B0K 1S0

Ontario Office:
403 - 234 Eglinton Ave. E.
Toronto, Ontario
M4P 1K5

Quebec Office:
4823 Sherbrooke St. W.
Montreal, Quebec
H3Z 1G7

Saskatchewan Office:
136 Ave. F South
Saskatoon, Saskatchewan
S7M 1S8

Environmental Associations
A few national environmental associations are listed below. Check the local phone book or with your public library for information about environmental associations in your area.

Canadian Environmental Network (CEN)
P.O. Box 1289, Station B
Ottawa, Ontario
K1P 5R3

Canadian Nature Federation
453 Sussex Drive
Ottawa, Ontario
K1N 6Z4

Canadian Wildlife Federation
1673 Carling Avenue
Ottawa, Ontario
K2A 3Z1

Directory of Canadian Women Specializing in Global Issues
c/o Canadian Council for International Co-operation
1 Nicholas Street, Suite 300
Ottawa, Ontario
K1N 7B7

Environment Canada
Environment Protection Service
Ottawa, Ontario
K1A 1C8

Friends of the Earth
251 Laurier Avenue West
Suite 701
Ottawa, Ontario
K1P 5J6

Greenpeace
Ontario Branch Office
580 Bloor Street West
Toronto, Ontario
M6G 1K1

Pollution Probe
12 Madison Avenue
Toronto, Ontario
M5R 2S1

Solar Energy Society of Canada
11 York Street
Ottawa, Ontario
K1N 5S7

World Wildlife Fund Canada
60 St. Clair Avenue East
Suite 201
Toronto, Ontario
M5T 1N5

Other Organizations

The agencies listed below are mentioned in the body of **Project Real World** and users are referred to the appendix for full addresses.

Canadian Standards Association
178 Rexdale Boulevard
Toronto, Ontario
M9W 1R3

Canadian Radio, TV and
Telecommunication Commission (CRTC)
Ottawa, Ontario
K1A 0N2

Health Protection Branch
Health and Welfare Canada
Ottawa, Ontario
K1A 0L2

Direct Sellers Association
4950 Yonge Street, Suite 1400
North York, Ontario
M2N 6K1

APPENDIX #2 - WORKING IN SMALL GROUPS

Small group learning units are a good way to increase teacher and student communication.

Small groups increase flexibility and help students adopt more independent and responsible learning methods and become more self-disciplined (Stanford 1977).

With small groups, students can become active participants in the classroom, and more motivated to achieve.

The purpose of small group learning is to share information, solve problems, make decisions or help each other learn content or process.

Tips for using small groups:

1. Use groups of 4 to 8 students.
2. Provide space with proper furniture and good acoustics.
3. Make sure that group leaders fully understand their role.
4. Make sure that group members fully understand their role.
5. If necessary, give students background information on the topic being discussed.
6. The topic should stimulate thinking and help students realize that any number of "correct answers", and a variety of legitimate viewpoints can exist.
7. Give students clear objectives. What is the purpose? (You may wish to have students define the objectives.)
8. The classroom climate should be friendly and nonthreatening. Group members need acceptance, trust and security so that they can contribute freely, without teacher or other pressure or censure.

Kinds of Small Groups

Depending on what you want to do - what your topic or task is for the students - there are different types of small groups you can use:

1. **Discussion Group**
   - A discussion group encourages students to become involved with their peers. It recognizes the importance of being able to work with others.
   - The teacher must provide students with sufficient background information for the discussion of a clear understanding of the objectives.
   - This is a good way to handle classroom, community or national issues.
2. **Brainstorming Group**
   - Brainstorming is a fun way to encourage creative thinking and problem-solving.
   - It stimulates individual student's participation and is nonthreatening so can draw out shy students.
   - Students, in a set time, are asked to come up with as many ideas or suggestions on a topic as they can.
   - Quantity of ideas is desired, freewheeling is effective and hitchhiking on their group or individual ideas is permitted.
   - Judgement is deferred until the end and criticism is not allowed.
   - This is a good way to introduce students to other small group work.

3. **Buzz Group**
   - Small clusters (4 to 7 students) are grouped for a short time (5 to 10 minutes) to seek the solution to an issue or problem.
   - A recorder and leader are chosen quickly in each group.
   - Alternatives to the issue are sought. The pros and cons of these are considered, agreement is sought and a solution is proposed.
   - Teachers can use Buzz groups on many occasions in the classroom. For example, when an issue is raised during a lesson, you can announce a buzz group session to explore it.

4. **Think-Pair-Share Group** (Lyman, 1985)
   - This method extends students' thinking and interaction.
   - The teacher begins with a short presentation on the topic. To encourage students to consider more fully what was explained, the teacher poses one question and asks students to spend a minute or two thinking alone about the issue.
   - Students are then assigned to pairs to share what they were thinking. One student makes a statement and the other must paraphrase it until the position of the student who made the statement is understood. This is followed by a reversal of the statement-maker and paraphraser roles.
   - Students (pairs) then report back to the whole group or other pairs.

5. **Problem Solving Group**
   - Group members, in a systematic way, seek the solution to a problem.
   - Problem-solving groups are based on the "Scientific Method."

   The steps are:
   - **problem definition,**
   - **brainstorm the likely causes of the problem,**
   - **decide the most likely cause,**
   - **brainstorm potential solutions,**
   - **select the most likely solution** (based on determination of pros and cons of alternatives), and
   - **decide when and how to implement the solution.**

6. **Tutorial Group**
   - Tutorial groups are set up to help students who need help or additional practice or for students who can benefit from enrichment.
   - A tutorial group is led by the teacher or by a student.
   - Greater attention to individual needs is possible and students can participate more actively when tutorial groups are used.

7. **Laboratory Group/Investigative Group**
   - A laboratory group is formed to complete a project, do an experiment, or practice something that has been presented by you.
   - A common example is a chemistry laboratory group.

8. **Role-Playing Group**
   - In a role-playing group, each group member is assigned a role to assume on a controversial topic.
   - Students may or may not agree with the stance they have been given to present or defend.
   - A role-playing group can bring out all sides of an issue or help students learn to understand the ideas or feelings of others.

9. **One-Three-Six Group**
   - The one-three-six group method can be used at almost any time during a lesson.
   - Students are asked, as individuals, to record their opinion on an issue. Then each student is asked to join two other students (form groups of three) and come to an agreement.
   - Two groups of three join and seek consensus.

10. Panel, Symposium, Forum, Dialogue and Round Table

- Rather than the teacher presenting information and ideas through lectures, assigned questions or readings, students can play an active part in their learning.
- This can be done by setting up a:
  - **panel** (a group of students discuss a topic before a class - chaired by either the teacher or a student),
  - **committee** (a group of students learn about a topic and report),
  - **symposium** (several students become "experts" in a topic and give brief presentations to the class),
  - **forum** (a class discussion in which a problem is explored through questions and answers and short statements under the guidance of a chairperson),
  - **dialogue** (two people discuss a topic in front of the class),
  - **round table** (a group of students discuss an issue in front of a class).
- Students find these methods motivating. The teacher can provide a summary to ensure that content is organized, correctly understood and that it links to what is being studied.

11. Value-Clarifying Group

- Groups are presented with a value-laden topic.
- Each group is asked to find a number of solutions, discuss the pros and cons of these alternatives and decide.
- The idea is for students to clarify their values and learn to understand and tolerate the values of others.
- Value-clarifying groups should be used with care.
- This is a controversial method. Some educators believe it to be motivating and invaluable for developing critical thinking skills; others believe the approach to be superficial and laden with inadequacies and problems.

The Teacher's Role in Small Groups

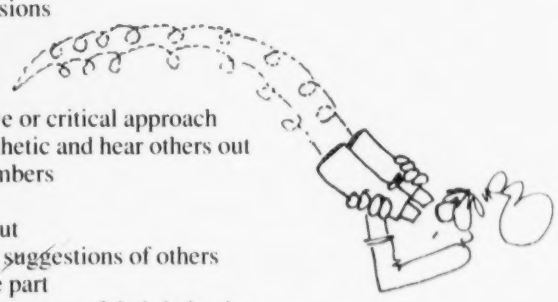
- Communicate objectives, select the topic or assignment and ensure the task is understood.
- Decide the size of the group.
- Assign the students to groups.
- See that the room is arranged to accommodate group work.
- Provide appropriate materials.
- Set the period for completion of the task.
- Inform the group of the behavior expected and teach interpersonal and group skills.
- Act as a resource person and monitor.
- Intervene as necessary to solve problems or to teach group skills.
- See that group effectiveness is monitored.
- Evaluate the product of the group and the individuals in it.
- Encourage a classroom climate that is nonthreatening and friendly.

The Students' Role in Small Groups (Stanford and Rourke, 1974)

- **Initiator** - gets discussion underway, helps the group organize, and keeps it moving toward the goal.
- **Contributor** - offers opinions, facts, anecdotes, or examples that could help the group solve the problem.
- **Clarifier** - helps make sure that the terms, the problem and contributions by group members are understood by all. If needed, the clarifier suggests that added information be sought.
- **Summarizer** - helps keep discussion relevant and to the point by bringing together and summarizing what has been discussed or learned to date. The summarizer also makes sure that everybody in the group understands where the group stands on an issue.
- **Evaluator** - keeps track of how well the group is progressing in its task and tactfully points out problems the group is having in working together.
- **Recorder** - records the main points of the discussion and a summary of the group's discussion. On occasion what was recorded is read back to help the group recall what was covered during discussion or to make sure that it is accurate.
- **Encourager** - facilitates participation by listening carefully, being friendly, complimenting members for their contributions and inviting participation.
- **Harmonizer** - is the peace-keeper, the "one who throws oil on troubled waters" by relieving tension (perhaps through humour), settling disputes, helping the group work out disagreements and suggesting compromises.

Characteristics of Effective Group Members.

Teach members to:



- be on time and attend all group sessions
- take an active part and contribute information and ideas
- contribute to group maintenance
- have a positive, rather than negative or critical approach
- listen when others speak, be empathetic and hear others out
- respect and interact with other members
- respect individual differences
- avoid prejudices and keep biases out
- seek, and be open to, the ideas and suggestions of others
- encourage non-contributors to take part
- accept responsibility for the consequences of their behavior
- be sensitive to the feelings and concerns of others
- avoid self-serving, judgemental, blaming, grandstanding or storytelling behavior
- be genuine and open
- support others and help them articulate their ideas
- help the group by summarizing, clarifying, mediating, praising and encouraging
- use problem-solving, decision-making, and conflict resolution frames of reference
- act as group leader, recorder, or group effectiveness monitor as appropriate

The duties of the group leader are to:

- see that the "problem" is clarified
- get discussion started
- keep discussion moving
- see that all phases of the problem are brought out
- keep discussion on topic
- encourage full participation and draw out "non-talkers"
- be objective
- rephrase, clarify statements or have others do this
- see that summaries or conclusions are made
- see that all members are treated with respect
- respect the confidence of the group
- report, or see that the thoughts of the group are fairly reported

The duties of participants are to:
- contribute a reasonable quantity of ideas and experiences
- keep prejudices out (at the very least, recognize them as such)
- keep on topic
- avoid "story-telling" and engaging in long, drawn-out arguments
- avoid making speeches to show off
- help phrase ideas and statements
- show respect for the ideas and opinions of others
- confine the argument to ideas and not engage in personal attacks
- help make summaries and reach a conclusion
- act as recorder or discussion evaluator as assigned.

Advantages of Using Small Groups

1. **Increased resources.** "Two heads are better than one." A group has access to more information and has a broader background than does any individual. More insights are likely to occur. A group can create more ideas.

2. **Members are often stimulated by others.** Members may be motivated to help the group succeed for social approval reasons. "Ideas beget ideas." "Hitchhiking" occurs (i.e., what one person thinks of or says may prompt an idea in another person, or suggestion by one person may be improved or extended by another).

3. **Better decisions can result.** Groups can produce better decisions than students working separately. Ideas can be clarified, refined, combined and evaluated through the interaction of group members; therefore, decisions should be superior.

4. **Group members may have a stronger commitment.** If group members help hammer something out, they tend to feel a stronger commitment to accept the result and follow through.

5. **Students are more actively involved.** Participation is more likely to be active rather than passive. This increases motivation, participation, learning, retention and commitment.

6. **Personal and social learnings take place.** Increased understanding of self, others and group processes can result. Interpersonal and social skills can be improved and an increased self-concept can result. Prejudices can be reduced. Students gain insights into the attitudes, reactions and sensitivities of others and may examine and modify their behavior. Ability to contribute rationally and constructively can be improved.

7. **Peer teaching is advantageous.** Studies confirm that peer teaching is powerful. Some things are learned better and faster when taught by peers. Ideas are put in "student language" rather than "teacher language," examples and explanations used by peers are often more relevant to students than teacher or text examples.

8. **Learning may be deepened.** Often material is easily forgotten since it often is just memorized and not really understood when direct teaching methods are used. When small groups are used it is more likely that students will understand the thinking skills or processes involved. When this occurs, learnings are more likely to be transferred to new situations.

Limitations of Using Small Groups

1. **Group decision-making takes time.** More time is required for decision-making or planning when it is done by a group than when it is done by an individual. The views of all must be heard and disagreements may occur that take time to resolve. No doubt, more material can be covered through methods such as lectures.
2. **Time may be seen to be wasted.** Discussions, if not well conducted, not only take time, they can waste it. Without able guidance or the use of group skills, discussion can wander, be misled, hindered, concerned with trivia, or lack of conclusiveness.
3. **Convictions may be suppressed.** Some members may conform just to avoid confrontation or risk censure. Less aggressive students may not be given a chance to present their ideas.
4. **Some tasks are better done by individuals.** Routine or simple tasks, or information acquisition may be better done by individuals.
5. **Talk may be substituted for action.** "Visiting" may take precedence over productivity. In some situations, groups may tend to be indecisive since no one person is solely responsible for action. One or two individuals may do all the work and other members may merely "ride on their coat tails".
6. **Some students prefer to work alone.** Unless the benefits of group work are taught, some students may rather work alone. They may feel they can learn better alone. Some individuals may be shy, lack social skills, or feel they will not be accepted.

Most of these disadvantages can be overcome by effective use of the small group teaching method. This, of course, requires careful planning, instruction and monitoring.

Assessing Small Group Effectiveness

You can tell if a group is going well. The climate is positive, people are on task and seem to be enjoying themselves. Everybody seems involved and discussion does not "drag."

You can assess how well a group is going by asking key questions. These can form the basis of making the group more effective. You can ask yourself why a particular pattern or behavior occurs and what you can do about it.

1. **Influence and Leadership**
   - Does anybody seem left out?
   - Does somebody dominate?
   - Is there rivalry?
2. **Communication**
   - Who do people look at when they talk?
   - Who talks to whom? How long? Who interrupts?
   - Are there sub-groups (cliques)?
   - What is the style? (questions, gestures, statements, tone of voice)
3. **Decision-making**
   - How are decisions made? Consensus? Voting?
   - How do members react to the decisions made?
4. **Atmosphere**
   - Is the climate happy? Tense? Apathetic?
   - Does the group stay on topic?
   - Are efforts made to include and respect all?

Good luck with your small groups!

Adapted from: Lang, H., with McBeath, A. (In Progress). *Fundamental principles and practices of teaching: A practical theory-based approach to planning and instruction.* Toronto: Holt, Rinehart & Winston. Used with permission.

TEACHER NOTES